REPORT RESUMES

ED 012 931 CG 000 176

PUPIL PERSONNEL SERVICES SEMINAR, A SUMMARY.
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PUB DATE 15 NOV 66
EDRS PRICE MF-$0.50 HC-$3.56 86P.

DESCRIPTORS- *STUDENT PERSONNEL SERVICES, *COUNSELORS, *SOCIAL WORKERS, *PSYCHOLOGISTS, *ACADEMIC EDUCATION, STAFF ROLE, ADMINISTRATIVE ORGANIZATION, SEMINARS, SPEECHES

THE FIVE MAJOR AREAS COVERED BY A SEMINAR ON PUPIL PERSONNEL SERVICES, SPONSORED BY THE GEORGIA STATE DEPARTMENT OF EDUCATION IN JUNE, 1966, ARE SUMMARIZED. PAPERS WERE PRESENTED, AND A PANEL REACTED TO THE FOLLOWING--(1) THE PUPIL PERSONNEL CONCEPT, (2) THE COUNSELOR ON THE PUPIL PERSONNEL STAFF, (3) THE SOCIAL WORKER ON THE PUPIL PERSONNEL STAFF, (4) THE SCHOOL PSYCHOLOGIST ON THE PUPIL PERSONNEL STAFF, AND (5) THE ADMINISTRATION OF PUPIL PERSONNEL SERVICES. THE PAPERS AND THE PANEL DISCUSSIONS (BOTH REPRINTED) DEALT WITH THE EDUCATIONAL TRAINING OF DIFFERENT PUPIL PERSONNEL SPECIALISTS, SPECIFIC PROBLEMS OF THREE SPECIALISTS IN THE STATE OF GEORGIA, AND THE ROLE OF PUPIL PERSONNEL SERVICES IN TERMS OF A TOTAL INSTRUCTIONAL PROGRAM. (SK)

ED012931

PUPIL PERSONAL SERVICES SEMINAR

A SUMMARY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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November 15, 1966

CG 000 176

PUPIL PERSONNEL SERVICES

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INTRODUCTION

These proceedings are the results of a Pupil Personnel Services Seminar that was sponsored by the Georgia State Department of Education in June of 1966. They contain the speeches and the reactions to the speeches that were given by the various program participants during the seminar. The program participants included State Department of Education personnel, educational institution personnel, consultants in each of the pupil personnel services areas and public school administrators from the larger school systems. The program dealt with the problems and the issues that relate to the development of pupil personnel services programs within school systems.

These proceedings were printed and distributed in order that they be used as basic information in the total growth of pupil personnel services in Georgia schools. It is intended that the proceedings be used by local school administrators as they design organizational programs, write job descriptions, and employ personnel. It is anticipated that the proceedings can be used in college classrooms as students seek a deeper understanding of the role and function of the pupil personnel specialist. The State Department of Education can use the information within these proceedings as efforts are made to give professional leadership to the development of a strong and effective program in Georgia schools.

THE PUPIL PERSONNEL CONCEPT

MR. BRUCE SHEAR, Director
Division of Pupil Personnel Services
New York State Department of Education

Dr. Titus Singletary
Associate Superintendent
Instructional Services
Georgia State Department of Education

Dr. Franklin Shumake
Director
Pupil Personnel Services
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PUPIL PERSONNEL SERVICES:

PROBLEMS AND ISSUES IN THE GEORGIA SCHOOLS

DR. FRANKLIN SHUMAKE, Director

Pupil Personnel Services

Georgia State Department of Education

There are approximately 1,140,000 students in Georgia schools. We want a quality education for each one of them. A quality education demands more than just classroom instruction to a group of students sitting in five rows of six seats each for 56 minutes. The boys and girls in Georgia schools need the services of the pupil personnel specialists. This is not just an empty sentimental cliche. It must be more than an empty cliche if we are to succeed in assisting these students in our schools. The "normal" student needs better information to better make normal decisions. The slow student needs greater confidence to try harder and work longer. The talented student needs a realistic understanding of his potential and a greater understanding of the alternatives open to him. All students need, deserve, and must receive the best we know about human personality, decision making, and responsible activity.

SCHOOL ADMINISTRATORS

Let me speak first to our school administrators. Above all, we need administrators who are open to new ideas, new trends, and new solutions. Pupil personnel services are new to our concept of education. When we decided to try to keep all of our students in our school for at least twelve years; when we decided to teach students at the level at which they can learn; when we decided it is not enough to teach just the average student in the class; when we became convinced that different students learn in different ways; and when we learned that some students need to attend a different kind of school; it then occurred to us that a single teacher in a classroom cannot be expected to see, understand, and meet all the needs of all the students. Thus, the day of pupil personnel specialists dawned. As we study the addition of these specialists to our school system, several considerations become apparent:

1. We can no longer be content to tack the visiting teacher on to some extremity of the organizational structure or place the counselor in the storage room or clinic.

2. The complex needs of fully utilizing elementary counselors, secondary counselors, school social workers, visiting teachers, school psychologists, psychometrists, and various other related categories will cause us to seek an administrator that is uniquely trained to give coordination to these functions. In the next few years, a school system of 10,000 students will employ 20 counselors, 4 visiting teachers, 2 school psychologists, and several psychometrists. The trend in organizational structure is to have three major divisions: a) Administration, b) Instruction, and c) Pupil Personnel Services. Whether Pupil Personnel

Services are in or out of instruction is not as important as the fact that we recognize the need for a definite structure that seeks to relate and coordinate these services.

3. The recently organized National Association of Pupil Personnel Administrators will give strong leadership to the further development of Pupil Personnel Services.

PUPIL PERSONNEL SPECIALISTS

Let me speak to the Pupil Personnel Specialists. We must not consider even for a moment, that pupil personnel specialists are a special interest or pressure group of any kind. We must always seek to be a vital, well integrated part of the total instructional program. We must always be concerned with the total growth of the student and the total growth of the school program. We must always seek to promote the big picture of quality education.

Each of us, in our respective areas, needs to do less grabbing for more work and more giving of self. Let me call upon you to give consideration to the following ideas:

1. The social worker or visiting teacher does not need to try to solve or work with every problem in the school. If they could deal effectively with those cases that involve home environment and family understanding, they could revolutionize education in Georgia.
2. The counselor could abandon psychotherapy for the few and seek to give information and assistance to the many. If counselors could help the total faculty to better understand the total student body, they could revolutionize education in Georgia.
3. The school psychologist could revolutionize education in Georgia without ever presuming to diagnose and treat neurosis and psychosis. They are greatly needed to evaluate, identify, and recommend concerning the general growth and development of students on all levels of the emotional and intellectual scale.
4. We must learn that a team member's first responsibility **as a member of the team** is to do his job well. Personal effectiveness is the first step toward real cooperation. We have been ineffective oftentimes in the past because we were too concerned whether someone was giving us too much to do or encroaching too much in our area. This can defeat the concept of team approach from the very beginning. Let us give primary concern to our areas of speciality, and when we are strong and confident in these, then **it is that** we can discuss the hazy, overlapping, or gray areas.

As we seek to build a pupil personnel program in Georgia, I hope our people will have enough self-strength and self-confidence to approach our areas of disagreement with mature concern. When a team does not function, there is probably a weak member on the team. We will have a strong Pupil Personnel Program when we have strong people as school administrators and when we have strong people as pupil personnel workers.

PUPIL PERSONNEL SERVICES IN THE TOTAL INSTRUCTIONAL PROGRAM

DR. TITUS SINGLETARY

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Georgia State Department of Education

INTRODUCTION

It is a healthy educational experience when a specialized group can come together to look at its responsibility in relation to the total task of education.

We can begin with the basic concept that instruction is the primary function of education. There is often debate as to what constitutes the instructional program. There is some concern with respect to what is quality in instruction and what is not, but it is a basic premise that we in education are dedicated to the instruction of students.

While instruction of individuals is the primary function, it is important to know that many factors influence this instruction. The factors that influence classroom instruction are the concern of my comments at this point as they relate to the pupil personnel services.

I. There is a great deal of evidence that we are not providing adequate instruction for all of our students.

1. *Last year (1964-65) in Georgia we had approximately 20,412* boys and girls to drop out of school.
2. There were 63,956 boys and girls not promoted from their grade last year.
3. There were 69,448 boys and girls absent every day when the roll was called during 1964-65.
4. The increased rates of juvenile delinquency in our state indicate to us a group whose needs have not been met in the public schools.
5. The growing rate of mental illness among youth indicates additional responsibilities for our school programs.
6. There appears to be general discontent among many who, while they remain enrolled in our schools, are not happy or content with the courses that are available to them. We still have a large number of students enrolled in courses that are not particularly suited to their interest, present needs, or future needs.

II. Those who instruct or teach must give a great deal of consideration to the individuals in a given class.

1. It is important that we have strong educational programs for preparing the teachers. It is important that we provide adequate ma-

terials for the teacher's use. It is important that we provide adequate space. It is important that working conditions and administrative policies provide a positive atmosphere in which to teach. However, all of these can be strong and positive without effective instruction resulting. Individuals come to the classroom each day with their mind filled with peer problems, parent pressure, and personal indecision. A classroom teacher is called upon to enter this mental entanglement and compete for interest and response.

2. The effective teacher learns quickly that it is not enough to simply add up the characteristics of the student. For instance, the sum of the IQ score, achievement test score, family income, address, number of siblings, and education of parents does not necessarily add up to equal the particular person in the class.

3. The effective teacher quickly realizes that it is important not only what the student is, but it is important what he perceives himself to be. It is important not only what the student is doing, but what the student perceives himself to be doing. It is important not only that he has a problem, but what the student perceives his problem to be is important.

III. The pupil personnel specialist should be in position to give assistance to teachers and administrators.

1. The pupil personnel specialist should be able to assist teachers in interpreting this "bundle of uniqueness" sitting in front of him.

2. The pupil personnel specialist should be able to assist the administrator to see the general major areas of concern for the total group, as well as the specific needs of individuals on the extreme high or low of the scale.

3. The pupil personnel specialist should be able to assist the individual to look at himself more realistically, relate more positively to his present environment, and grow in his confidence and independence.

4. The pupil personnel specialist should be able to assist families in identifying their role and function in relation to a growing, developing student.

CONCLUSION

There are many other areas of concern that should at least be noted in seeking to relate the pupil personnel services to the total instructional program. Pupil personnel specialists are needed to consult with the curriculum committees, community organizations, and social agencies. They are needed in the study for prevention of discipline problems, mental health development, vocational decisions, etc.

In summary, as we come to expect more and more of the individual students, we must learn more and more about individuals.

THE DEVELOPMENT OF THE TEAM CONCEPT

MR. BRUCE SHEAR, Director
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It has always been agreed that the teacher-pupil relationship is of first importance in education. The other phases of the school program have been developed to support and strengthen this relationship to supplement, but not to surplant it.

As schools have grown in size and complexity, others, in addition to the teachers, have been needed to take a leadership role in the planning and development of programs and facilities. For such responsibilities, administrators entered the scene to assume a primary role in translating local, state, and sometimes national educational policies into effective educational programs.

Over the years, also, many others, besides teachers and administrators, have joined school district staffs. Attendance personnel, school counselors, visiting teachers or school social workers, school psychologists, school nurses and physicians, consulting psychiatrists, and others have been employed by schools in different combinations to support teaching and learning. Of late, the numbers of some of these types of "helping" personnel have been increasing rapidly. Very often, nowadays, these staff members considered as a total group are designated as pupil personnel workers.

Over the years, too, certain concepts have become widely accepted as fundamental to the work of the pupil personnel staff members. Some of these are concepts with other and broader applications in the work of the school. They include:

1. that the worth, dignity, and uniqueness of each pupil must be accepted and understood; and, that recognition of these qualities must be included as a very important basis for the programs and services provided at all levels of education.
2. that, in support of the individual's rights and responsibilities in relation to self-direction and choice, a very important purpose of education is to build positive attitudes and abilities for continued learning and adaptation to changing situations.
3. that the teacher has the central role in the educational development of the pupil, and that the administrator has the central responsibility for the total school program.
4. that the parent has primary responsibility for the upbringing of his child, and that the pupil personnel staff members function to support this responsibility, and, in ways which do not duplicate community responsibilities for assistance to the family.
5. that the objective and functions of the pupil personnel workers in the school setting are educational, not clinical, in nature and that any remedial aspects of their work are in support of the educational purposes of the school.

6. that in content and process the work of pupil personnel workers serves all pupils. Much of the content concerns the information describing the uniqueness of the pupil. The process is, in the main, developmental, that is, assistance to pupil growth in self-direction.

More should be said about the teacher. Actually, in addition to her primary responsibility for instruction, she is in a very real sense the basic pupil personnel worker. In order to accomplish the complex tasks of imparting knowledges, sharpening skills, developing attitudes, motivating interests, heightening appreciations, and helping to influence aspirations, she must include a personal emphasis as part of her instructional activity. In addition to extensive knowledge of what to teach from a wide variety of subject matter, she must know how best to teach it to each one of a wide variety of pupils.

In the classroom, sensitivity and acceptance are necessary compliments of scholarship and acumen. Effective teaching is quite dependent on an accurate and extensive knowledge of such characteristics of the learner as his health and physical status, his capabilities, interests, achievements, values, and goals as all of these relate to his approaches to learning. The teacher must know him well in order to teach him well. Also, the classroom climate, including the quality and consistancy of the many interpersonal relationships, may greatly enhance or seriously impede learning and optimum development. Likewise, the content and processes of the classroom should be influenced by and related to the pupils as individuals, that is to the persons in education.

Effective learning by the pupil is highly conditioned by his "adjustment" and well-being, both in and outside of school. (In that sentence the word adjustment is in quotation marks to indicate a meaning other than adjustment to a homogenized norm — more an adjustment to "me" than to a blackboard menagerie.) The realistic and satisfying progress of the pupil toward self-direction depends much on a growing understanding of himself in relation to the opportunities and requirements for education, work, and effective living. In the cases of many for whom the school "succeeds," and of most for whom the school fails, the questions, "Who am I?" "How am I doing?" and "Where am I going?" remain too long and too inadequately answered.

But, getting back to the teacher and classroom, the areas of concern — such as providing a desirable climate for learning, knowing the pupil in order to "teach" him well, assisting the learner in planning and choosing his courses of action, and, helping him to develop positive attitudes, interests, and values — these, it has already been indicated, add a pupil personnel dimension to the instructional efforts of the teacher. To illustrate more specifically — the teacher makes constant use of guidance techniques. She collects, interprets, and uses information about each pupil, and about groups of pupils. She talks with individual pupils and with their parents, and may listen in turn, thus making use of interview techniques — perhaps well, perhaps poorly. She should be in the front line of the school's attendance program, encouraging good attendance directly and indirectly, sensing significant patterns of absence and searching for causes of non-attendance. She should have a good orientation to the pupil's physical and mental health needs and problems, and serve as a screening and referral agent in these, as in other pupil personnel areas.

These and other continuing pupil personnel activities are essential for an adequate appraisal of individual potentialities, needs, and progress in education. They are not something separate from the teacher and the classroom. They should be an important part of the work of every teacher in support of the learning of every child.

There are, however, many developments and trends affecting education which increase the complexity of the school's task, influence the work of the teacher and point quite definitely to the need for assistance for her in certain areas of functioning. These factors are well known to you and will be referred to here briefly and in part only as: increasing numbers, wider variety of pupils, expanding knowledge, improved techniques, increasing urbanization greater mobility, changing occupational patterns and higher competency and skill demands. And, combined with these comes a deeper concern for all and a greater urgency for experimentation, innovation and evaluation.

Certain of these factors have also pointed up the desirability of adequate provisions for direct specialized assistance to pupils and their parents, by persons who have pupil personnel functions as their primary responsibility and who have special competencies and the assigned time to fortify and supplement the teacher's work in relation to pupil study, pupil progress and problems, and pupil planning.

Over the years, then, the others in pupil personnel have been added to school staffs to be of assistance to teachers, pupils, parents, and in certain important ways to administrators. The first such additions, attendance personnel, began over one hundred years ago. Most of the others could be identified for the first time in one or another school system in this country from fifty to sixty years ago.

Attendance service was the only one originating in the schools. The other pupil personnel services have been transplanted from other agencies and other settings. In some respects this fact has plagued these services, at least from an educator's point of view, as they have worked in schools over the intervening years. In too many places, some of them still operate from agency or clinical backgrounds with very little orientation to the educational setting in which they now seek to make a contribution. The relatively limited purposes of their origins in the schools often still persist. In many instances, one or another of them fall far short of their promise for assistance to the schools in the accomplishment of the objectives of education. This is true, and negatively compounded, in the case of the contribution of the total pupil personnel program in many situations where the whole, regretfully, is far less than the sum of its parts.

As they have developed over the years, some of the pupil personnel services have been influenced momentarily by popular movements of the times. Sometimes the movement has made a permanent contribution, but often after a flurry of new activity the program in question has dropped the innovation to move off in the direction of the next new fad. Often, more program energy is used in darting first in one direction then in another than in steady forward progress. (This sort of action is, of course, not limited in education to pupil personnel.) Most certainly new ideas and activities should not be shunned, but there should be enough careful study in each case to assess, and if desirable to provide for, the possibilities for continuing contributions to program goals. Effective programs are built step by step.

Over the years, the various pupil personnel services have had quite uneven developments. Opinions, needs, and supports in relation to one service or another have varied greatly and unevenly over the time span of their development. As a result, while some needs have been satisfied by the introduction of a given service, other needs have been present with no equivalent development to meet them. In many such cases the pupil personnel workers who were available in a school district were called upon to "stretch" their competencies to "cover" for those who were missing. Often they offered to do this without being called upon, in order, as they thought, to be doubly useful. In many such cases the school people were satisfied that all needs were being met adequately by such arrangements. However, the children and parents and teachers, very often were not well served. Very often, also the pupil personnel workers involved were distracted from what they could do well by so much they were doing poorly. And, in some situations with which I am familiar, such limited or unsatisfactory situations have persisted for years.

The various services in pupil personnel have been developing in the schools for many years before there began to be much concern for their central direction and coordination. This may have been so for a number of reasons. Not many school districts had all services Some services continued to be supplied by out-of-school sources. Services continued to be limited in objectives and actions with few points of contact among them. There was little understanding or use of an interdisciplinary or total pupil personnel approach to school planning and problems. It was not until the 1930's that much reference was made to the desirability of overall programs of pupil personnel services.

This need for coordination was expressed more recently by Johnson in his Forward to a 1963 book by Ferguson, on **Pupil Personnel Services.** He said, "The time has arrived when it is necessary to clarify and to relate properly the various pupil personnel services which have to be recognized as important and integral parts of the American educational enterprise. Educators and laymen alike have sometimes questioned the purposes to be served by the various specialists who are identified with these services. The specialists themselves have, upon occasion accused each other of overlapping functions, of usurping responsibilities, and of independent action. With larger and larger school systems, serving ever-increasing numbers of students, the need for a coordinated system of services designed to help each pupil develop and maintain his individuality in a complex of mass education experiences is a practical necessity. To serve the function which is uniquely theirs, these services must at the same time derive from the same philosophical base as other aspects of American educational policy and practice."

When mention is being made of publications concerning pupil personnel services, one other in particular should be named. That is the 1960 policy statement, **Pupil Personnel Services,** by the Council of Chief State School Offices. A member of your State Department of Education, H. S. Shearouse, participated in its preparation. In sharp contrast to some current writings in this field, I continually find the policy statement and the Ferguson book to be helpful presentations.

A first step in clarifying and relating pupil personnel services at the local level is one of definition. The functions and activities of each service and of the whole program should be derived from the objectives to be accomplished. Cooperation among those in various services should be based on an understanding by each one involved of the objectives and functions of the others. In any school district seeking to provide an effective pupil personnel program, administrators, teachers, and those in pupil personnel must work together in formulating pupil personnel objectives and functions, and in carrying out program activities. While those in pupil personnel have primary program responsibilities, all staff members must be well aware of the competencies and contributions needed from each group in order to accomplish the objectives desired.

There are certain aspects of the pupil personnel program to which I would like to give a little more attention. The first of these is that of the importance of each separate service in relation to the importance of the coordinated pupil personnel program and approach. Here, there needs to be more consideration of the idea that unless we can get the separate disciplines working together to increase the effectiveness of each one and of all, they will each be much less than adequate in meeting their own responsibilities and the sum of their efforts may often be more confusing than contributing.

With larger and more varied school populations, with increasing complexity in education, and with continuing expansion of knowledge in the behavioral sciences, specialization in pupil personnel is very desirable. We need strong separate services staffed by highly competent people. We need, however, a kind of competence which leads to an appreciation of the competencies and contributions of others. It is far past the time, when as among the separate services, we should have to tolerate the waryness, suspicion, jealousy, and half-hearted cooperation which is often either openly or subtlely manifested. It is also time that the professionals in each service should come to realize, accept, and work to implement the concept that in unity there is added strength. This does not imply that any service must submerge its own particular concerns, but the people working in it must come to know the satisfactions and successes that can come from asking for assistance, giving assistance, and blending their own contributions quite naturally and willingly in a total pupil personnel approach.

Another area of concern in which there are differences of opinion, at least as expressed in descriptions of pupil personnel needs and functions, is the one relating to the adjustive emphasis in pupil personnel in contrast to the developmental emphasis. Actually, this is one of the differences which is not difficult to reconcile. We do not need to argue whether we should spend some effort with all or much effort with a few. We must do both. And, if we are wide and effective in our early and continuing developmental functions, we will at the same time be adjustive for the "some" who need it. We may also preclude the necessity of later spending so much effort in being adjustive with so few.

In furthering the developmental aspects of our work in pupil personnel, there are certain areas of activity which need far more attention than they have yet received. The first has to do with working with teachers as well as with pupils. There is not a single one of the pupil personnel services but could strengthen its program by a closer partnership with the teaching staff. As with so many aspects of our work, the duality of pupil contacts versus teacher contacts is one in which we need to achieve balance. The one type of activity should feed into and support the other. From our contacts with pupils come information and insights which often should be shared with teachers. They in turn can give us important knowledge about the pupil and they can broaden greatly our own assistance to pupil progress. Very likely, the more we can work with teachers in the developmental aspects of the pupil-growth, the less we will have to work with them and numerous others in the adjustment of pupil problems.

Another opportunity we have in schools to strengthen our work comes through the possibility which is present to have long-term contacts with all pupils. We should work to make much of the possibility for a longitudinal approach in developmental assistance to pupil self-understanding and growth. Our programs should be planned and conducted in such ways that the effects are not merely discrete and disjointed, but rather continuous and cumulative.

Although some of the pupil personnel services are more naturally developmental in approach than others, all of them should seek to identify and emphasize those aspects of their work which can make wide-spread, long-term positive and preventive contributions to teaching and learning. So often we in pupil personnel suggest the need for in-service education so that teachers may know better how to "use" our service. Better perhaps that some of the flow be from teachers to us and concern how they feel and hope we may be continually "useful" to them.

Perhaps my thought here is a little obscure. Let me approach it in another way. Very often in discussing one or another of our services, we talk too much about the methods, the tools, the procedures and too little about the pupils. More often it might be well if teacher groups could discuss with representatives of all services in pupil personnel the educational progress and problems of pupil groups as they enter and move up grade by grade through the school system. That is, it might be very good for our programs to take a good hard look at "normal" Mary and "not so normal" Johnny as they move from grade to grade and ask, "What are we doing to help?" "Does it help?", "How can we do better?", "What more should we do?" and also the "stinker question," "How do we know that what we do really does make any difference?"

But now to another topic, all services should take far more advantage of another partnership which can be very productive in both adjustive and developmental aspects of their work. This is the partnership which should be affected, again on a long-term basis, between the school and the parents. We know that the influence of the home is great in determining the child's approaches to learning. We are coming to realize more and more that it is only the very exceptional parent who does not wish his child to benefit by the programs and services offered by the school. Our own services must take account of the influence of the home and foster and assist the interest so that school and home are complementary forces in assisting the pupil toward full and satisfying development.

Whether it applies to pupils, teachers, or to parents, one further consideration which calls for flexibility, good judgment, and competent adaptability is that of working with individuals and/or working with groups. In this area, our determinations should be made after careful assessment of the people, problems, and purposes involved. We should work in ways that are known to be, or that have good promise of being, proper and productive in each of a variety of situations.

Here we have a need to guard against, or at least assess very carefully a sudden swing from one type of emphasis and activity to quite another. One reason for the limited success of so many new and promising ventures in education is the ineptitude of some who become involved much too readily. The preparation for new approaches should be as thorough as that already obtained for present effective practice. In pupil personnel, it is not a good procedure to be learning by trial and error.

Now, I would like to give a little more attention to the importance of balance and coordination in pupil personnel. Well qualified people in each type of service have different competencies to offer and different contributions to make. Deficiencies in certain areas cannot be overcome by efficiencies in other areas. To expect one service which is present to assume the proper functions of another which is absent not only dilutes the effectiveness of the former but deludes those who think the latter's functions are being completely and competently performed. Then too, and this is very important, balance of services brings a completeness to the team approach in pupil personnel. With all disciplines well represented and well coordinated, the effort of the whole can be greater than the sum of the parts.

Another coordination function involves the development of effective procedures for communication and cooperation among pupil personnel staff members, and between them and appropriate others in school and out-of-school. We often say that such steps are necessary as programs grow in size, but we may be mistaken very often if we think that effective communication and cooperation are inherent in small programs. Mutual understanding and good working relationships do not always "just come naturally." In addition, proper direction is needed to minimize overlapping and duplication of efforts, to assure continuity of services from one school level to another, and to provide for planning and development on a systemwide basis.

A very desirable practice, implemented most often in situations where definite assignments are being made for program direction, is the regular provision for staff conferences. Two kinds of arrangements are becoming more and more common, systemwide meetings of the personnel is a given service and school based meetings of all pupil personnel workers serving a given school. The systemwide meetings in the main deal with program. The school meetings usually focus on pupils.

The systemwide meetings, or, in large school systems the districtwide meetings, of all workers in a given pupil personnel service are important to assure continuity of program from one school level to another. Staff members at all levels are involved in planning for each level and there is a constant interchange of information concerning program activities, outcomes, and needs for improvement. The staff members at each school level understand better how the service in which they are involved effects and assists the pupil, his teachers and parents, in relation to his education throughout all of his years in the school system. They see more clearly how their own activities build upon those of earlier years and in turn lead into and are foundations for those that follow. The program is not planned in terms of the kindergarten child, the primary child, the child in the upper elementary school grades, etc. It functions to be of continuing assistance to the child and youth as he grows and develops throughout his years in the schools.

The school based meetings, most often of the case conference type, usually include an administrator and one or more teachers in addition to the pupil personnel staff members. These meetings represent an excellent means of program coordination at the school level based on a consideration, often weekly, of the needs and problems of individual pupils or pupil groups. They can provide also a means of in-service education for teachers and pupil personnel workers which is often much more meaningful and productive than the more usual lecture-discussion type of procedure. They can provide a setting in which the participants come quite naturally to see how their cooperative efforts may be most effective in support of pupil progress in education.

Practices have been discussed so far which relate to the development and conduct of pupil personnel programs. Finally, a practice should be included which is gaining in use in order to explain and evaluate these good programs. That is, more attention is being given to the reporting of outcomes, and these not just in terms of activities carried on or work done by staff members, but rather outcomes in terms of the effect of program activity on the educational progress and planning of pupils.

An approach that is helping to make these programs better is one of reporting failures as well as successes. In addition to the usual recounting of benefits to pupils as a result of program activities, attention is being directed to what is not happening for pupils because of program deficiencies. Then, suggestions are made for overcoming weaknesses, if not immediately at least on a step by step basis within the framework of a long-range plan of program improvement.

With more and more attention being given to the systemwide coordination and direction of pupil personnel services, including a growing number of specific personnel assignments for this function, increasing attention is focused on the line and staff relationships of the pupil personnel administrator. Here I am unable to define the position in any way other than to sound rather two-sided. In general, we hope to accomplish programs, that is, through leadership and resource assistance. In some areas of function, however, in order to accomplish systemwide continuity in aspects of program development, line authority may be delegated by the chief administrator of the district, authority to carry out policy which has been formulated for the district as a whole.

Hopefully, all those affected by such line authority from the district level, where their own authority in a school is involved, have recognized and accepted the need and desirability of such systemwide direction. Hopefully too, they are willing and anxious to cooperate with district level personnel in the improvement of the programs in their schools. Actually, I can see no difference in this type of supervision, as applied to pupil personnel services, from the systemwide direction and supervision of the mathematics curriculum or the centralized aspects of building maintenance. Different units in a school system can hardly "go it their own way" in programs and activities in which there should be commonality and continuity on a systemwide basis. Coordination through cooperation is much to be preferred, however, to coordination through coercion.

This idea was expressed quite well, I think, in a letter received from a director of pupil personnel services. He said, "Looking at my own work as it has developed, I would admit to a strong and growing conviction that the real usefulness of a pupil personnel services administrator depends more largely on his good staff relations with principals than on any other single factor. I have tried to work as a colleague with principals, and have found them to be most cooperative in this relationship. It strikes me that any director who is going to issue mandates to principals is likely to be in for some trouble. As a profession, I think we should come to realize that the real essence of our work is in coordination, and that its success will depend largely on the excellence of inter-staff relationships which we are able to adopt. I definitely feel that this is the horse and that any other ingredients in the cart must come after it. I have found that, once an aura of mutual trust is established with the principals and the chief school administrator, most decisions can be cooperatively made and that the pupil personnel services specialist is accepted as a useful and indispensable professional consultant, rather than being resented as a kind of a fifth-wheel administrator."

At the beginning of the paper, and in a number of places throughout, there has been a decided emphasis on teacher functions and relationships. Now, having given attention also to the need for specialists and for coordination in the pupil personnel program, I would like to swing back again to the teacher emphasis. With the increasing availability and use of specialized personnel it must still be kept clearly in mind that the work of each of the pupil personnel staff members should be always in close relationship to that of the teacher. Very definite arrangements should be made to encourage and insure the continuing cooperation of the attendance worker, counselor, school psychologist, visiting teacher, school nurse, and any others in pupil personnel with classroom teachers and appropriate administrators.

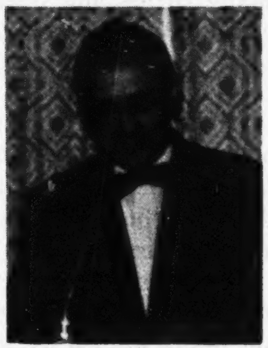
Now I must summarize. The functions and activities of each service and of the over-all pupil personnel program should be derived from the objectives of the school. The orientation of these services is educational not clinical. Both the developmental and remedial aspects of their work should be in support of the educational purposes of the school. They join other phases of the school program to work for the full development through education of the potentialities of each boy and girl.

In this purpose, pupil personnel workers serve to strengthen the school's efforts to identify and understand the characteristics, related to education, of a wide variety of pupils. In addition to direct assistance to pupils, parents, and teachers they provide information and insights helpful in planning and evaluating the school's program.

Cooperation among services is essential and should be based on an understanding by those in each service of the objectives and functions of the others. In any school district seeking to provide an effective pupil personnel program, administrators, teachers, and those in pupil personnel must work together in formulating pupil personnel objectives and functions, and in carrying out program activities. In all of this, three concepts must be kept in mind, the central role of the teacher in the educational development of the pupil, the responsibility of the administrator for the total school program, and the primary responsibility of the parent for the growth and development of his child.

With definite and adequate provision for coordination among these services, between them and other parts of the school program, and between them and related community resources the pupil personnel program becomes one of three essential phases of school operation; instruction, administration, and pupil personnel. The presence and effectiveness of the later phase is very essential in assuring quality education for all children and youth.

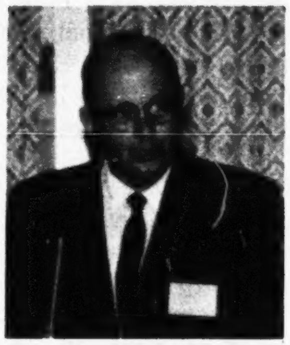
THE COUNSELOR ON THE PUPIL PERSONNEL STAFF



MR. JOHN ODGERS, Director

Division of Guidance and Testing

Ohio State Department of Education



Dr. Merritt Ockle, Chairman

Counselor Education

University of Georgia

Mr. Neil Gunter, Coordinator

Guidance, Counseling and Testing

Georgia State Department of Education

GUIDANCE AND COUNSELING IN GEORGIA SCHOOLS

PROBLEMS AND ISSUES

MR. NEIL GUNTER, Coordinator
Guidance, Counseling and Testing
Georgia State Department of Education

The concepts of guidance and counseling have existed for many years, and have been translated into many forms and uses by educators in schools throughout the country. We would probably not recognize these yesteryear practices as guidance and counseling in view of treatment and practice given to these concepts today.

Guidance and counseling began to gain entrance into some schools in Georgia in early post-World War II. There was a recognized need for such services in many Georgia schools and school systems, but the major problem was lack of finances to fund such programs. This is still a major problem in some areas of Georgia. The schools and school systems who pioneered in guidance and counseling moved slowly and cautiously because there existed a great deal of skepticism among many educators as to role and function of a "counselor". They were curious about what constituted a "guidance program", and what this new school person would actually do. I would speculate that little thought and discussion had been given at that time to the "team approach" concept. Twenty-five years ago, schools in many areas of Georgia would consider themselves fortunate if they had adequate instructional staffs — not to mention the nebulous services of this person called a counselor.

Guidance and counseling programs began to mushroom all over Georgia with the passage in 1958 of the National Defense Education Act, Title V(a) which made funds available to states to assist local schools and school systems in establishing programs. In subsequent years, funds have been available under this federal-state program to supplement local school systems in initiating, maintaining and/or extending programs in guidance and counseling.

Since the embryonic stages in the development of guidance and counseling in Georgia schools, the demand for qualified counselors has been great over the past few years. In the 1964-65 school year there were almost 600 counselors serving in approximately 500 schools with approved guidance programs. Current records reflect that approximately 700 counselors and directors of guidance are serving in guidance and counseling programs in Georgia schools, and the demand for counselors for the years ahead continues to mount.

The major purpose of this seminar is to bring into focus the major problems and issues in guidance and counseling and the other respective areas of Pupil Personnel Services. I shall simply enumerate and briefly elaborate on some of the major problems and issues in guidance and counseling in the public schools of Georgia.

(1) PROBLEMS AND ISSUES IN THE TRAINING OF SCHOOL COUNSELORS

It is essential that counselor educators, school administrators, school counselors and State Department personnel continue projecting needs which will inevitably appear in the immediate years. In order to meet future needs, training programs must be continually evaluated and changed to keep pace with ever-changing roles among school personnel in a society which is financially "priming the pump" to "gush forth" with innovative and exemplary educational programs never before dreamed possible. We must constantly be alert and sensitive to the problems and issues which confront the persons serving the youth in our school programs.

The emerging problems in elementary schools present special problems in the training of counselors. Our training programs have been programmed primarily for secondary school counselors. What are the special needs of elementary counselors to equip them to serve in the lower grades?

(2) ROLE AND FUNCTION OF ELEMENTARY AND SECONDARY SCHOOL COUNSELORS

The literature has much to say about the role and function of school counselors at the elementary and secondary levels. What the Counselor does and how he does it should make a difference in a school. Unless there is a positive impact of the guidance and counseling program upon the total school program and positive evidence of this program in the actions and activities of the school population, then the program is of little significance and has little value.

We must continue to define, clarify and refine the role and function of school counselors. If we do not continue to work on role definition and support and publicize our claims, we will find that there will be an array of other specialists coming upon the scene as a complementary corps, i.e., the child development specialist as proposed in H. R. 11322.

(3) PROBLEMS AND ISSUES SURROUNDING COUNSELOR-STUDENT RATIOS

A graphic representation of counselor-student ratios in schools in all the states in the country reveals that Georgia is woefully lacking in counselor-student ratio which approaches the recommended national ratio. We cannot realize the full impact counselors and guidance programs will be able to make upon school populations and school programs until ratios are drastically reduced. There is considerable difference when a full-time or full-time equivalent counselor is working with 250-300 students and one whose work load is 900 or more.

The average for Georgia in the 1964-65 school year was approximately 1:875. The Georgia State Plan for Guidance and Counseling as amended in June, 1965, specifies a reduction each year until the recommended ratios are achieved. The recently adopted Standards for Georgia Schools will do much to insure rapid reduction of excessive existing ratios.

I have the greatest admiration for the school counselors in Georgia. I have observed firsthand the counselors and guidance programs in action over the state, and these people are to be commended. A work load reduced by approximately two-thirds would give counselors an opportunity to prove what can really be done under more practical and more desirable conditions.

(4) COUNSELOR RECRUITMENT AND HOLDING POWER

In view of current trends and long-range future projections, more positive steps must be taken in actively recruiting top people for school counseling. Steps also need to be taken to hold counselors in Georgia and to keep them in the counseling field. Dare I be so bold as to mention higher salaries? Training requirements are becoming more rigorous; it is possible that the present SC-5 professional certification level could become the provisional or minimum level. The greatest number of people who are entering counselor education programs are coming from the classroom which means temporary loss of salary and additional graduate work as they retrain. The services of these counselors are in great demand and no one can blame them for seeking a location which provides the most equitable salary. If we expect school counselors to maintain leadership positions and be required to earn leadership certificates, then they should receive a commensurate salary.

(5) PROBLEMS AND ISSSUES WHICH CENTER AROUND COUNSELOR IN-SERVICE EDUCATION

Do we need more in-service education programs to keep counselors abreast of new developments and trends? Are in-service education programs to bridge the gap for those counselors who have reached plateaus in formal training or for many reasons do not go beyond a certain point in college or university programs? What is to be provided through this special in-service education? What implications are there for counselors to plan and execute or assist in planning and carrying out in-service education programs with faculties to provide information on guidance and counseling services, special student needs, utilization of available community resources and many other related topics?

The in-service education approach seems to be rapidly becoming a very vital link between institutional programs and "live learning on-the-job." The problems and issues evolve around what, who, how, how much and when.

There are definitely other problems and issues in guidance and counseling in Georgia schools, perhaps some which are more important than the ones enumerated. However, the intent of this brief presentation is not to air all the problems and issues, but to focus upon those which seemingly need our immediate attention. I submit these items to you for your consideration and response.

I am encouraged as I review the work of counselors and examine overall guidance programs operative in Georgia schools because I can clearly see that counselors have made and are continuing to make a great impact upon total school programs and upon the youth in our schools.

We have traveled a great distance in a relatively short time. We are still experiencing growing pains, but we have great expectations for guidance and counseling in Georgia. We have the faith, the people and the resources to guarantee to boys and girls in Georgia that our goals will be achieved, and that one of the best programs in the country will be centered here in GEORGIA.

PROBLEMS AND ISSUES IN COUNSELOR EDUCATION

DR. MERRITT OELKE, Chairman
Counselor Education
University of Georgia

Attempting to discuss problems and issues in counselor education apart from consideration of the guidance programs in the school would be at the best, I suppose, unwise, and at the worst, fool-hearted. For we on the college and university campuses are not trying to live, and we hopefully are not living, in ivory towers, nor are we attempting to educate people for work apart from the schools, for our problems are yours and yours are ours, as was suggested a while ago. Therefore, a discussion of counselor education programs and trends and issues must of necessity begin with at least a little consideration of what we are talking about when we discuss guidance.

As guidance can be many things to many people, so also is counselor education many things to many people. The character of guidance, as we all know, has been constantly changing since the inception over 50 years ago. Fifty years from now it will undoubtedly take a completely different form than we conceive it today. We must constantly try to develop programs that will prepare counselors for what is ahead, so that they in turn may work with the youngsters for what is ahead. Guidance today may be as simple as the favorable upbringing of a child in the home. It may be just good teaching, which must involve the careful consideration of the needs of each child, and an atmosphere which enables him to achieve to his greatest potential. It may be considered just a special set of services run by counselors; to administrators it is probably all of these, and many more things. In any event, it is a service which belongs in the school program as a relevant part of education.

Our concern as educators is for the welfare and education of all of the children in our care. This is perhaps too trite to be mentioned, but it is so true that I don't think it can be mentioned too much. Guidance services in our schools are and should be designed to further that welfare and that education. Counselor education must and is endeavoring to train people who will work for these goals. The whole discussion of counselor education programs and problems must rest upon the question of the role of the counselor in the school. We have at least some idea of what this may involve in each school, but in each locality, this must vary to meet the social needs of the community as well as of the state and nation. With the increased social demands placed upon our schools, the counselor becomes the key individual in helping students understand these social and societal needs in facing the unknown problems which lie ahead for them. The counselor is one of several professionally educated staff members prepared for such tasks who can be of help to the teacher in the job of working with the students. The counselor's role on the team in each community must be defined, and the problem of a counselor-educator becomes that of training broadly and specially educated people who can fit the community role. Constant study of our programs to fit this broad need is essential and is a difficult problem. Our problem also becomes that of whether we should begin to train specialists within the guidance area itself, such as occupational specialists, counseling specialists, or testing specialists, etc.; or whether we should continue to train generalists, as we are now. There are already in some places pressures and examples of the specialists within the guidance area itself.

A second trend, and yet, in a sense an issue, in Georgia since it is a service not yet universally adopted in this state, is the increased use of counselors at the elementary level. We have known for years that the problems that the secondary school youth has may have had the origin in the elementary and pre-school years. This knowledge as well as the availability of the counselors and other key members now makes it imperative that this trend be accelerated to the point that there are no schools in Georgia without the services of a counselor. Our problem involves consideration of the nature of the work of such a counselor in the elementary schools, and how best to develop a training program to fit this particular position. Perhaps the pilot programs now in operation will give us further guidance in this area.

Another concern is the one common to all of us here, representing the major personnel services field. Where and how can we get enough people to train for these personnel functions? We cannot begin to fill the demands of the school systems for counselors that we have had. Our staff members at the University have received phone call after phone call requesting recommendations, and yet we have no one available for most of these posiions. This is a critical situation but the only alternatives open to these administrators who call us are to leave a position open or to fill it with an inadequately trained, provisionally certified person; both of these are undesirable in my opinion. It is essential that long-range planning be done by school systems. Perhaps these systems need to recruit and send to the training institutions members of their own staffs to complete training in counseling, with enough lead time so that they can be competently trained before they are involved in full counseling responsibilities.

Related to this is another recruiting and training problem, which we have heard about already. With present certification requirements, we are limited to recruiting from the teaching profession, which itself has a shortage. Perhaps the time has come, as it has in other states, to explore ways other than teaching of giving adequate school experience to potential counselors and personnel workers. It might be possible, in fact, I think it is possible, to include adequate school experience in the training program followed by a comprehensive internship as a counselor in a school under close supervision. We would like to try this with some carefully recruited and screened individuals from some such undergraduate majors as psychology and sociology, or perhaps from beginning teachers who have had no experience; some systems are beginning to look in this direction.

Also related to the previous questions is the problem of selection, and this is a genuine one in the time of shortage. We are faced with recruitment, and as in industry when you are faced with recruitment, then selection becomes a problem. There are many cases where we at the universities are placed under serious pressure from administrators to give certain people training, or where certain people are given a strong recommendation and these people are not in our judgment necessarily sound, and are people we feel should necessarily not go into counseling. We are subject to some pressure. One case in point happened just recently where a student applied for one of our institutes. He was highly recommended by the administrator in his system. The boy did a competent job in the institute in the counseling under supervision, but, when the time came to place him, he would be interviewed and then all of a sudden nothing further would happen. We started checking and found that the administrator was making certain accusations about his behavior when he had been a teacher in his system. None of this was communicated to us. The problem of recruitment and of selection is a joint responsibility and is up to the administrators as well as the universities to do a competent and a thorough job of selecting the people. It is a difficult task at best. People have been trying for more years than most of us remember to select people for the teaching profession. The same problems that are present in selecting for teaching are present in counseling and are multiplying. They are present in all the personnel services. It is a difficult task, but it must be a cooperative endeavor.

Another thing related to this is that frequently counselors, or people who go through programs and I will not call them counselors, who we feel are not fully qualified to become counselors are hired as counselors without ever contacting the training institution to see whether we feel that they are competent or not. We do have a little insight into how well they can operate if we are only contacted, and we are more than willing to give an evaluation.

So much for recruitment. There is another little item that is related to the counseling problem, that is the adequate use of the title of counselor. All too often the counselor finds himself (or in Georgia herself) spending most of the time in routine clerical tasks which must be done, but which can be done more economically and appropriately by persons with different specialized training than counselors. We find that, in effect, we often overeducate the people for the counseling positions in terms of what they are premitted to do in a school system where they operate. We haven't succeeded in including clerical training in our program, and I don't think it is our function, either.

Counseling in the schools may very well have gone the full circle in operation for there now seems to be a resurgence of interest in counseling and helping students to find careers other than college, where it is appropriate. Too much time in the past has been spent concentrating upon the college bound students to the neglect of the less intellectually oriented or endowed and to the neglect of the disadvantaged. The need for working more with all youngsters, whether they be college bound or not, demands that counselors broaden the base of operations and recognize the genuine contribution made by the non-college graduate to our society as well as the potential present in the disadvantaged groups. This too, calls for the broadest base of liberal counselor education to which we are committed.

Closely related to the purposes of this conference is yet another consideration that we have heard mentioned several times; that of the development of closer team work among the personnel workers represented here. Many systems have soundly working personnel services with extensive cooperation. Many others have a long way to go to achieve the cooperation necessary for effective work. We are doing what we can, and trying to do more all the time, to increase the cooperation within the training program so that we train people to become members of a team rather than individuals.

Of particular interest to me, a counselor-educator, is the need for increasing professionalization of counselors in this state. Counselors are a group of people working to help the youngsters in our schools, and the best in anything is never good enough. We must move away, it seems to me, from all use of provisional certification based on only three courses and perhaps move toward the goals suggested at a recent meeting of the Georgia Council on Teacher Education; that of making the first year of graduate work provisional, with a 6th year certificate as the standard or professional. We know that we cannot teach a counselor all that he needs to know in one year much less in three courses. Two years are a minimum if we are to do an adequate job of training. We must move in this direction if our children are to receive the best.

I am rather happy about another trend that seems to be developing. It is not complete, but it is partial at least in some systems. Less and less often, it seems to me, do we find the retired, on-the-job teacher, working as a counselor or appearing to get provisional certification. Only when we have professionals and professionally trained people can a job be done that needs doing.

Lastly, we come to the question of strategy in developing guidance programs, in its relation to training, of course. For years, as was mentioned earlier, they have been largely remedial, brush-fire types of things in nature and a newer and alternate stategy would make guidance preventive of problems. This would emphasize the developmental approach to guidance. Ultimately, of course, I think we must strive for what has been called promotional guidance, that is, we must adopt some of the mental health ideas and work avidly to promote the procedures conducive to good decision-making in children. On the day this is accomplished, and on this day only, will guidance be operating truly in the way conceived at its inception.

THE COUNSELOR ON THE PUPIL PERSONNEL STAFF

MR. JOHN ODGERS, Director
Division of Guidance and Testing
Ohio State Department of Education

Rasically, the responsibility of the school counselor is to help each child develop to the fullest extent feasible during his school years. Obviously this responsibility is shared with others. Fulfilling this responsibility requires the knowledge and use of many resources, both inside and outside the school. It also involves more than counseling students and performing such directly related activities as pupil appraisal, information giving, record keeping and referral.[1]

The specific role the counselor will play in any school cannot be precisely defined in advance though he works within the framework of a definable area of responsibilities, as we shall discuss. In cooperation with the administration, other counselors, other members of the pupil personnel team, and the school staff, the qualified school counselor develops his role to fit the situation — a role that tends to be unique with him, resulting from a blending of his qualifications into the situation to which he is assigned.

Many things affect the role of the school counselor on the pupil personnel staff. Before attempting to identify some of the key responsibilities of the counselor, I would like to discuss some of these variables which affect roles and relationships. At least six varibles are worthy of examination.

1. **Level.** Distinct differences in counselor role and function appear in relation to his grade level of assignment; elementary, junior high or high school, due primarily to such factors as:
   —the differences in the developmental needs of young children, preadolescents, and adolescents.
   —the decrease in the dependency of the pupils on teachers and parents as they (the pupils) grow and mature.
   —differences in organization of the daily schedule at upper grade levels, including contacts with more and more school staff members.
   —the growing ability of pupils to solve their own problems or make their own decisions.
2. **Setting.** Possibly the best quick way to define setting is to list a few pairs of extremes which identify a continuum in school district characteristics which affect counselor role. These might include rural-urban, central city-suburban, affluent-economically depressed, and numerous others.
3. **School program and facilities.** There is a direct relationship between counselor role and comprehensiveness of school offerings. Picture the frustrated counselor who needs to help a low average pupil plan his high school program in a strictly college preparatory high school, or the counselor who needs to help a sixth grade non-reader in a school with no remedial reading program or diagnostic services.

4. **Other Pupil Personnel Services available.** Definite limitations must always be placed on counselor role and function based on the extent and depth of his training and on role definition related to state and professional standards. Nevertheless, counselor role will vary within limits in relation to the nature and extent of other pupil personnel services available in the system. For example, in school systems not supporting a full functioning pupil personnel program, the counselor has increased responsibilities for the identification and use of such non-school resources as the county health department, family service agencies, or child guidance clinics. A trend in some states is toward the development of intermediate service units to provide special services to a number of different administrative units.

5. **Counselor-Pupil Ratio.** The number of pupils assigned to a counselor has an obvious relationship to his role and service. Recommended counselor-pupil ratios at the secondary level usually vary between 1:250 and 1:500. Ohio's newly proposed minimum high school standards require a 1:400 ration but our "Guidelines for Ohio Schools: The Organization of Pupil Services"[2] recommended 1:300. The latest White House Conference recommended an elementary school C/P ration of 1:600 while the American School Counselors' Association recommends 1:450. When considering counselor-pupil ratios, it should be kept in mind that a ratio for a counselor who has a full complement of pupil personnel workers available to him is quite different from the same ratio for a counselor who is the only pupil personnel worker in the system.

6. **School Size.** We could discuss other variables which affect counselor role, such as the school's philosophy and objectives, or the nature of the student body. However, I will conclude this analysis of variables by discussing the major problem related to school size. It is that of the specialized counselor in the multi-counselor high school. I would like to do this by quoting the last four paragraphs from my editorial in the January/February, 1966 issue of "Ohio Guidance News & Views"[3].

> "Recent studies of specialization in school counseling when analyzed together with statistics on counselor employment in Ohio high schools, provide the basis for an estimate that approximately 15% of Ohio's school counselors may be classified as specialized. The largest groups of specialized counselors are college counselors and educational counselors, but the greatest present demand is for vocational counselors. Other specialists include personal-social counselors, test specialists, and counselors of the gifted. And there are more.
>
> With respect to his counseling assignment, it is our studied opinion that every counselor should be a generalist, assigned to work with students regardless of the nature of their problems. What every counselor needs is a commitment to kids — not to higher education, or to vocational education, or to trade and technical education, or to military service, or to the labor market. Every counselor needs competencies which will enable him to help any youngster, each in accord-

> ance with his need, to achieve self-insight and a knowledge of opportunities and their related demands sufficient to make logical next steps in his progress toward mature self-directing adulthood. This includes steps related to his preparation for earning a living.
>
> Saying that every counselor should be a generalist with respect to his counseling assignment, is denying neither the value of nor the need for specialization by high school counselors. Specialization is logical, however, only in relationship to the non-counseling duties of the counselor. For example, all counselors in a multi-counselor high school must be competent in the use of pupil data, occupational information, high school curriculum information, and data on post-high school educational opportunities and requirements. Yet different counselors may have varying coordinative assignments. One may specialize in the collection and use of occupational information; another may coordinate the special services for the college-bound; still another may coordinate student orientation to high school course offerings. These are but a few examples of logical non-counseling specialties which can be assigned in addition to an appropriate counselee load. In such a setting, any counselor might refer his counselee to another counselor for specific information or assistance — or such assistance might be set up on a group basis. He will not, however, reassign responsibility for the student, unless extenuating circumstances other than the immediate need for information or special service so dictate.
>
> Our biases tell us that the counselor may profitably assume specialized non-counseling guidance responsibilities but that he should remain a generalist with respect to his counseling assignments. To categorize a counselor by assigning special types of cases to him is to brand students. Whether this brand is a high status, a neutral, or a low status brand, it is a potential hazard to both the pupil and the counselor, and may be a block to effective counseling."

In addition to his role and function based on his professional preparation and the development of guidance as a profession, the work of the counselor possesses four characteristics which distinguish him from the other members of the pupil personnel team.

1. The counselor does not have limited responsibility for selected children or groups of children, except as limited by work load. (C/P Ratio). He works with all pupils — and parents — and teachers at the grade level to which he is assigned.

2. The counselor-pupil ratio is distinctly lower than the ratios met by other pupil personnel workers. Recommendations in Ohio's Guidelines are as follows[2]:

—Psychological Services	1:2500	(K through 12)
—School Health Services	1:2000	(K through 12)
—Visiting Teacher Services	1:3000	(K through 12)

—Speech and Hearing Therapy Services	1:2,500	(K through 12)
—Child Accounting Services	1:10,000	(K through 12)
—Pupil Appraisal Services	1:10,000	(K through 12)
Guidance Services	1:3,000	(7 through 12 with no firm ratio recommended K-6)

3. School counselors are usually assigned at the building level whereas other pupil service workers are usually assigned at the central administrative office or to a group of schools. Thus, the counselor is is usually the only resident pupil personnel worker in the school.

4. The elementary counselor and the head counselor in a multi-counselor secondary school are often assigned responsibility as the building coordinator of pupil personnel. This greatly enhances the work of other pupil personnel workers assigned to the building on a regular schedule or on special assignment.

During the period 1961-64, the Assistant Superintendent of Public Instruction for Ohio and the Directors and seven other members of the Division of Special Education and the Division of Guidance and Testing prepared, field tested and published **Guidelines for Ohio Schools: The Organization of Pupil Services.**[3] I would like to close by quoting the seven "Functions of the Guidance Services Staff in the Secondary Schools" and the seven "Elementary School Guidance Services" listed on pages 18 and 30 of that publication. The intervening pages contain evaluative criteria related to these services.

"FUNCTIONS OF THE GUIDANCE SERVICES STAFF IN THE SECONDARY SCHOOLS

1. Develop a comprehensive program of services which are planned to meet guidance needs of pupils and whose goals are within the general purposes of the total educational program.

2. Provide a counseling service which assists all pupils to acquire adequate and satisfying understandings of themselves and helps them to make realistic choices, decisions, and plans.

3. Provide a consultative service to teachers, administrators and other pupil services personnel.

4. Provide an organized program of individual and group conferences with parents.

5. Provide a group guidance service which utilizes group procedures to assist pupils with educational, vocational, and school-related social concerns.

6. Develop and coordinate an organized system of services which include:
    a. An informational service which provides all pupils with needed and meaningful educational, vocational, and personal-social information.

    b. A pupil guidance record service which maintains cumulative pupil data useful to pupils, teachers, parents, administrators, counselors, and other pupil services personnel.

c. A pupil inventory service that obtains meaningful information about the abilities, aptitudes, achievements, special talents, and interests of pupils.

d. A resource coordination service which facilitates pupil referrals from the building unit to other pupil services, utilizes community guidance resources, and facilitates the entrance of pupils into post-high school educational institutions.

7. Participate in research and follow-up studies in cooperation with the building principal and the pupil appraisal services."

. . . .
. . . .

ELEMENTARY SCHOOL GUIDANCE SERVICES

1. Activities which emphasize developmental and preventive functions.
2. Services which are basically planned to provide for the individual and group guidance needs of all pupils in the elementary school.
3. A system of cumulative guidance records for all pupils.
4. A coordinated standardized group testing program which has been developed in cooperation with the pupil appraisal service.
5. An established procedure of making appropriate referrals to other pupil services personnel and non-school guidance resources.
6. An organized program of parent conferences.
7. Consultation with school staff members."

As schools plan pupil personnel programs, and particularly as they plan guidance services, care should be taken to keep in mind that young people need only enough help and information to enable them to make their own decisions wisely. They don't want decisions imposed, they want understandings exposed. One of man's most important gifts is his ability to reason; sound reasoning is based on undertanding; and understanding is a prerequisite to decision making. Herein lies the key to an adequate guidance program — a basic component of a comprehensive program of pupil personnel services.

PANEL REACTIONS TO

"THE COUNSELOR ON THE PUPIL PERSONNEL STAFF"

MR. JOHN ODGERS

Panel Members: Mr. Bruce Shear, Dr. William Ashbaugh, Mr. John Alderson,
Dr. Emeliza Swain

Dr. Ashbaugh: I would like to "second" something that Mr. Odgers pointed out earlier in his talk in terms of making sure that the counselor is a generalist as well as a specialist in some areas. It seems to me that across the country today, with a great deal of money going into special programs, (one of the ones which I think of first is the Vocational Education Act,) that if we do not have people in pupil personnel work who are generalists, we may very easily get into the situation in which everybody wants the "cream of the crop" student and the "cream of the crop" student gets into a situation in which he is pulled apart between vocational education, college prep, or something else, in a very unfortunate way. I particularly appreciated what Mr. Odgers said about that.

Mr. Odgers: I was delighted with the way some things went yesterday as we got into some discussion of the counselor's responsibility in relationship with curriculum and curriculum planning, because basically, if you go home and dig up your school philosophy, I would wager my last dollar that it says that your school is in business to meet the needs of your kids. If you read the fine print, it probably also says its purpose is to meet the needs of your community or area. These are two important things, and if they are, then the counselor has a distinct role to play, because he should be the expert within that school on pupil needs, and he should be the expert in that school system on the nature of the community, the occupational patterns, the occupational trends, the socio-economic levels, and the implications they have for post high school education and all of these other things. He should be working with all young people and identifying problems and recommending areas of need as far as program development is concerned; if he has an ax to grind for one group or another, sooner or later he gets lopsided.

Mr. Shear: I would not like to argue at any length; but, while we are on counselors as specialists, I'd like to put in the idea that I think is very difficult for a specialist-counselor not to become just an expediter, especially college counselors. I think you see the results of this as you see the growth in the numbers of college counselors that attend ACES, not to get a better understanding of their kids and where they ought to go but to get a better connection in order to pry somebody into "Podunk".

Mr. Alderson: I think I very much like this paper. I particularly liked the role of the generalist that was outlined, and I did not see actually any great potentialities for conflict with the school social work role, for example, as it was depicted in the paper. I noticed in reading some of the recent reviews of educational research, that they discuss various counseling models, and, I guess some of you might like to comment on these briefly. One of the models is a dynamic model of the guidance counselor who does seek to develop increased client-self awareness. Another, is a behavioral model and another is a milieu model where the counselor worked more or less with the social milieu of the school system, attempts to make changes which are productive for pupil learning, but as I looked at this I think the dynamic model might pose some of the most problems, if growth of the counselor in the specialized area continues. I really think the generalized model is very workable, and I do not think the specialized models are necessarily unworkable but will demand a great deal more thinking through if this trend continues to develop.

Mr. Odgers: I agree, but I would emphasize that you who may be counselors or supervise counselors do not go home and say that we said the counselors should not specialize. He should not specialize in the kids he counsels. There is some work that has to be done in the guidance program that might better be done by some special assignments. For example, you still might have a counselor who is the coordinator of the college bound so that the college representatives coming in have one person to contact rather than a different person every time they come in. But, this does become a non-counseling expediter function in some cases, and it has got to be done, and is probably best done by a counselor. You should examine to make sure whether this is a professional function or a clerical function and assign it accordingly. But, there are some of these things which most every counselor will do.

Mr. Shear: About two or three weeks ago, for instance, I was involved in talking about the rearrangement of a program in a very large high school in New York State, where they have an outlandish arrangement now. It is a school within a school, for schools within a large high school-type business, and I suggested they have a full-time counselor for each one of these schools within a school and that each one of them could have a special assignment and was rather piqued when the people at the place said, "Well, how would they ever get together to exchange?" I guess my reply was, "My goodness, they are in the same school, aren't they?" I would think that you can divide up the work as far as keeping up with the latest is concerned as long as each one of the specialists makes sure that all the others are briefed on his specialty very *often.*

Dr. Ashbaugh: As a guidance counselor, I think I remember sometimes when there was a bit of a motivation to compare, "How many kids did you get into college?" with, "How many kids did I get into college?", and I have even seen sometimes, people saying "What are the results of your VEA program?", and "What are the results of mine?" I don't think that this is counseling directed for the child. I think this is counseling directed for the counselor or for somebody else. I think this is probably the kind of thing that we are trying to get away from."

Dr. Swain: Having operated as a counselor, Dr. Greene, in a Veterans' Administration situation, this business of saying these counselors over here are going to handle vocational problems and these counselors over here are going to handle personal problems, is unrealistic in another way other than branding your child as this kind or that kind, and, that is, that none of us is any one of those kinds — all of us are all of those kinds. And, all of you have generalists as counselors, each of whom begins to help the counselee to define and to work through what is involved and what is facing him at the moment. What kind of consideration does this decision require? Beyond this, it may be that some specialization would help because when the child begins to define what he needs, then you may find that one of you is better in one way than another or has the information better, but, the counselor who first sees this individual has got to be able to look at him as a whole. The only way to do it is first to be a counselor, and if you have specialization, put it beyond the counseling and this is what you were saying.

Mr. Odgers: That is right, I think that maybe this is a little on the facetious side, but if I were to identify any counselor speciality, I would like to say we need more counselors of average kids. Average seems to me to be that point on the scale which a youngster must be furtherest away from in either direction before he gets adequate attention. We are doing a pretty good job with college bound; we are doing a pretty good job with our vocational programs, but our vocational programs are competing with our college prep programs for the good students. They are not for the below average kids. We are doing a pretty good job with our special education areas, but you can almost count on your fingers the programs that get set up for average or low average younsters — occupational courses that do not require college — low level math skills and this type of thing. And so, here is an area I think where possibly most of us are doing least as far as guidance is concerned.

Dr. Ashbaugh: We are having a tough time to find something to fight about here. Mr. Odgers has pointed out something that to me personally is a great area of development in pupil personnel work. I think that school systems in general have done an excellent job in taking care of the children who hurt most, but, the trouble is, it is the children who hurt the school system the most, not necessarily the child who hurts most, and, I think, we have not necessarily done very much for the quiet child in the corner who is sitting there literally suffering. If you look at a lot of programs for the emotionally disturbed, I think you find classes which are composed largely of acting-out, adolescent delinquents, very often boys. Personally, this is not my concept of emotional disturbance, or at least it is not the total range of it, and I think even from the point of view of society and what is in it for us, the Lee Harvey Oswalds of the world do not necessarily always show their first sign of disturbance by kicking in the locker. They may be sitting quietly in a corner and later on let us have it. I think one of the areas where we need to do a great deal more is in working with the child who has not given us a great deal of trouble but who may very well later on.

Mr. Odgers: I think possibly in presenting an area you must leave some key things out, and I think one that we might well take home that should have been in the paper is that as you look at the counselor role, you need to look at the role in probably three big areas of responsibility. Too much, I stayed with the major one, that of the counselor's responsibilities to kids. But, I think we need to examine very carefully also the counselor's responsibility with the school staff, (this was alluded to some but not nearly enough) and the counselor's responsibilities involving the community or non-school resources. If we look at these as we are looking at the role, we get a broader picture than we have time really to develop here this morning.

Dr. Swain: Can I just ask one question? Did you deliberately use the word "consultation" when you were talking about staff and parents, and not "counseling"?

Mr. Odgers: I do not know if it was deliberate or not but I think it points up possibly a distinction, with staff particularly. You have two sets of professionals working together here. Any time you get a counselor or any other pupil personnel worker talking down to the teacher, you have problems. I mean the teacher has the most to contribute to a youngster, as far as I am concerned, and all of these other services are facilitating services, and if we can't move the teachers so that they become a member of the staff — the most important member — we don't get there, and I guess maybe consulting with might be a little safer term than counseling.

Dr. Swain: That is my feeling about it, and I thought you were saying this. I have to ask an ugly question I guess. I have had student after student ask me, "Am I doing all right; am I doing what I am supposed to do?" on evaluation teams or in an internship that we run. They want some reassurance that they have figured out what belongs in their program. I am out in Georgia in a little rural town, and I say "It all depends." I said that for a couple of years, and then I began to ask "What does it depend on?" If you are going to answer a question by saying that it all depends, you sure ought to know what it all depends on. When I started trying to define what the value of a program in this particular little South Georgia town depended on, I began to do the same thing you are doing here with these variables, and I got stuck, because, in a big high school in Columbus, Ohio, or Atlanta, Georgia, and in one down in Doe Run, Georgia or Opossum Trot, or whatever the town is (we have those kinds of names) they do not have the same guidance program, obviously. They do not need it; they cannot use it; but, somewhere we ought to have some kind of almost formula to measure these variables and build them into some kind of statement that the administrator can use to say, "For my school, this guidance program is the one that we need," or "For my school, I am lacking here because of this particular variable," or, "I need to expand this guidance program in some other way." I don't know that this has been done anywhere, but, what are the differences and what are the characteristic measurements of these variables that we might build into some notion of a standard for this kind of school, once you have studied the school in the community?

Mr. Odgers: I don't think that there is at the moment a real good answer to this problem from this standpoint. Theoretically the smaller the school system or the more rural the school, the better qualified person you should have. If you are going to have only one person half-time or third-time in guidance work, he should hold a School Counselor's, School Psychologist's, and School Social Worker's Ceritificate. But this obviously is impossible, and I think the answer is one that may come with some of the "too much" money coming "too fast" as far as ESEA is concerned. If we can develop some of the intermediate service units in some of these areas where we can have (and again from my biases), the person who would be a resident in the school to be the counselor, and the other services available in or out of a center would be on an itinerant basis. We are setting up three or four of these types of situations in some of our rural areas, and I think these may be part of the answer. I think that you have touched on a key to good guidance. I recall teaching an extension course a couple of terms for Ohio University, down in the hills of Southeastern Ohio, and after about four or five weeks, when we had a smoke break one night, we were outside the school building smoking and one of the teachers said to me, "You know it bothered me for the first half a dozen times you were here. I thought you were never going to give us a definite answer to a question." I used the nondirective approach of silence at this point to see what was coming, and her next response was, "It doesn't bother me anymore, now I know you aren't going to." This is a real key, I think, to some of your work of the pupil personnel services with the teaching staff. Like kids who come in and ask a question and want an answer or a teacher wants a specific answer to a specific problem in a youngster — and there just "ain't none." It is a matter here of helping develop insights into possible exploratory approaches to a situation to see if you can find something that works. Then again, if the counselor is the resident in a school, he needs to be acutely alert to his limitations, and here I am talking about identification of symptoms which wave a flag very quick and say, "Call for the psychologist". You can get into brain damage; you can get into minor brain damage that has not been identified, or maybe even into emotional problems related to learning difficulties or into a whole variety of things which are outside the scope of the fully competent counselor. Remember, every pupil personnel worker cannot be everything within the pupil personnel field, and, it would be beautiful if you could get a situation where counselors could talk about this and it would not bother them because they were not competent in all these areas, and they knew who they can "holler" to for help and get it. Communication, I think, is the most important problem in a pupil personnel program, and if we worry about getting into each others bailiwick or doing the whole job ourselves or getting the credit for it or something of this sort, we are going to have problems.

Mr. Shear: Yesterday, various people mentioned the fact of environment and the fact that counselor do other things than counseling and ought to have something to do with the environment, etc. A month or so ago in coming in for a few minutes where some counselor-educators were discussing what they were going to have a conference about, somebody turned to me and said, "What questions would you like to have discussed?" and I said, "Why don't you discuss the question, 'Is Counseling Really the Core of the Guidance Program'?" I do not mean it quite so emphatically as that, but I am rather hepped on this business of the counselor using more of his time as being (I do not know quite the word to use; I would not want it to be a manipulator of environment), an "encourager of better environment" for more kids. Somebody else said something yesterday that went along with this point, and I thought rather dramatized it and that was, "Help one, and you help thirty." I think that is a basic fundamental in all pupil personnel services. You set up the sitution in such a way that you aren't just helping one and one and one, but your help to one spreads to thirty. Therefore, that is one reason I am so hepped on the case conference, not only for the problem pupils, but for pupils generally. If you asked me, "If you had your choice between sitting down with Johnny for half an hour in a counseling session, or if you had your choice of sitting down with five of Johnny's teachers and talking about Johnny, which would you do?" I would like to be able to do both. I would like to inject into talking with teachers what I had talked about with Johnny in a counseling session, and I would like for us to have much more time to sit down leisurely with the people who are dealing with an individual. I think it is only good business that if you are spending all that time and all that money educating Johnny, then the people involved ought to sit down once a year and talk about it to see if together they can devise an environment in which he will do better than he is doing. This would be for any Johnny or Mary in school, not just the aphasic, autistic, or the so-in-so.

THE SCHOOL SOCIAL WORKER ON THE PUPIL PERSONNEL STAFF

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PROBLEMS AND ISSUES IN THE GEORGIA VISITING TEACHER PROGRAM

MISS FLORRIE STILL, Coordinator
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Things are not always as they may appear at a given time. Time changes our view. For perspective, I want to refer briefly to some areas in which the Georgia Visiting Teacher program appeared to have problems, but in time these thought-to-be-problems proved to be sources of strength and professional growth.

First: The lack of formal two-year social work training available for Georgia visiting teachers from 1945 forward seemed to be a problem. Few of our number could obtain formal social work training, and due to this a program of training was developed unique to Georgia and Georgia needs. In-service training brought to Georgia outstanding leaders in school social work from throughout the nation. These individuals worked with groups during nine weeks in the summer and returned for conferences and seminars during the school year. This training proved to be very appropriate. Georgia visiting teachers have much more social work training than course numbers or certification indicates.

Second: During the early years financial support to help develop the service was not available from the state. Money to secure out-of-state consultants was provided by the visiting teacher group. At times it seemed a big problem that workers at the local level had to spend their own money and personal time developing a state program, but as a result a professional loyalty emerged as is rarely found in large groups. These individuals had strong convictions about this service for Georgia children.

Third: For nine years there was no full-time director at the state level. Those at the local level knew this and worked harder and were effective in interpreting and establishing this program than could have been accomplished by any one or two at the state level.

I hope the areas of concern which we face today will appear in looking back during the next twenty years as those I just stated look to us now — not problems but opportunities to develop strengths. The name "visiting teacher" seems to be causing more concern on the part of some. Others are quite comfortable with the name and are providing a social service in Georgia schools.

The current emphasis on upgrading educational opportunities for all and the resulting demand for workers to deal with social problems bring us to face anew the problem of providing appropriate on-the-job training during the regular school term and give social work training in more depth during the summer. This training is needed for an increasing number of workers.

Studies in education and social work are desirable, but it is a problem to find these in proper balance among young people. Few persons are able or willing to spend two years beyond their four-year degree and then teach three years before going into this service field — a total of nine years in preparation.

Lack of funds for scholarships, equipment, materials and supplies to at least compare favorably with those available to others add further to the problem of recruitment and to favorable working conditions for those already on the field.

Our beliefs in the worth of the individual, and our basic concept that all children have the right to attend school and be given a program to meet their needs, have caused negative reaction toward this service at times on the part of some influential leaders.

This service is the only one that for 20 years has served both races. Since 1945 we have gone into Negro schools and homes working with children and adults. This action at times is regarded as a problem for us and built up some resistance to the program. Here is another instance in which this service pioneered.

Some problems have not been Georgia centered but are brought in focus due to what is true in our neighboring and distant sister states. For example, in some states social workers in schools are not so closely allied or identified with the educational organization. Georgia visiting teachers were the fourth groups to be accepted as a department in the Georgia Education Association. It is our belief that our first allegiance and loyalties are to the agency in which we work and in promoting its functions and purposes. We bring to the school another set of tools from a different discipline. This belief at times presents a problem with some who desire that pure education be sufficient for the needs in education.

The philosophy basic to the service has been a long time in being appreciated even by some few school and lay persons. Children who do not achieve easily and adjust readily are more drain on the regular school personnel. There may still be a few who prefer to forget those who need any special help in addition to that provided in the regular classroom.

Some persons seem to feel they do us professional downgrading by referring to us as "one of those who replaced the truant officer." I can't figure this out, but it does give one the feeling of not being understood or fully appreciated. How did truant officer term get going in Georgia? Few people ever saw one.

Some people seem to regard our work with attendance as a problem. We take a different view; poor attendance is a sympton of a problem. We accept this as an opportunity and challenge. Non-attendance or irregular attendance is the child's way of saying, "All is not well for me, please help!"

Our practice or recruiting from the school personnel has in some instances created problems. Some individuals not suited for the work and who desire to get out of the routine of the classroom see this service as an escape. Some have though this a way to get into school administration but have found the training not suitable for that field and upon securing an administrator's certificate have left. These individual usually become critical of the training program and the service. A major problem is to develop ways of more effectively helping to select and screen for the service.

Visiting teachers were among the first workers in systems who were not confined within the walls of a classroom. For this reason many jobs at the local level were assigned. Seeing the need and being willing to cooperate caused many to get too far away from their real function. After a precedent is set, it is more difficult to draw in and define roles.

Lack of referral agencies poses a problem. Services are needed throughout the state. Some school-connected problems of children stem from parent-child relationships, parent-parent relationship and home environment. There is a lack of community agencies and staff to give treatment in-depth to families.

We have maladjusted children in schools who very much need psychological services and/or evaluations. The visiting teacher either gets some club to donate funds to cover the fee and travel or she does this on her own time and travel. Does not the child who is thought to be normal, but not functioning at that level, deserve as much consideration as those who are thought to be retarded? Lack of available psychological services is a real problem, especially in rural Georgia.

It presents a problem that visiting teacher service was developed earlier in the rural than in the urban areas of Georgia. This did get service where it was most needed, because rural areas are more lacking in trained personnel in the community agencies, and in many communities agencies just do not exist. However, it is from the metropolitan areas that many leaders for other groups have emerged. If these leaders could have had more experience in cooperative endeavors with the visiting teacher program, it would have proven valuable in the development of our service.

The great need for consultation from the state level continues to be a problm. Workers say, "I need help. It would be helpful to have someone with whom to discuss the problems and cases with which I am working." Consultation and/or supervision could make the job less lonely and less an emotional drain. Help, thus provided, would enable local workers to be more effective.

The case load is too heavy. Visiting teachers are having to work with too many cases; therefore, they cannot work as neded with individual children, groups of children, teachers, and parents. We need to make more contacts with the home on fewer cases and follow through to be more effective, not only within the school but with child serving agencies in the community and state.

It would be logical, it seems, that in states where visiting teacher or school social work has been developed for the elementary school, that this be recognized some way in future planning.

THE EDUCATION OF SCHOOL SOCIAL WORKERS

PROBLEMS AND ISSUES

MISS ELSIE NESBIT
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The visiting teacher training program is very closely linked with the development of VT service in the state. Perhaps a brief review will help us gain perspective and a clearer picture of where we are now. For instance, it is important to remember that, beginning with the first workshop in 1946, every course developed especially for visiting teachers has been taught by a qualified school social worker. These instructors were from out of state until 1951, when we had some qualified people in our own state, and were among the most outstanding in the nation.

For a long time we had only the workshop, but gradually new courses have been added. Since 1964, when the School of Social Work was established at the University, the College of Education and the School of Social Work have had joint responsibility for the training program. Now we have a good, strong course of study which I think is already beginning to show results in practice. We have the full resources of the School of Social Work for planning and teaching.

This program is not a watered down Master of Social Work degree. Visiting teachers still get the Master of Education degree and the sixth year certificate under a planned program approved by the Teacher Education Council and the State Board of Educaion. The new content is social work in the broad areas of casework, group work, community organization, and social policy and values.

PROBLEMS AND ISSUES

And now for some of the problems and issues.

1. First is the rapidly increasing number of visiting teachers. Last summer we had 38 new visiting teachers in class and 21 of those were in new positions instead of replacements. This summer we have 50 new visiting teachers on campus and an expected 10 to 15 more. Thirty-nine of these are filling new positions. This means we are having to re-evaluate the content of our courses to help new people to become a part of the state program as rapidly and as easily as possible.

2. Next, we must be looking ahead to the schools of the future: more consolidation, larger schools, and the tremendous increase in all school personnel. How is the best way to train visiting teachers, new and old, to meet this change?

3. Third is money. The provision for school social workers under Title I of the Elementary and Secondary School Act can be the biggest blessing or

the biggest problem we ever had. How do we make these new workers a part of the total visiting teacher service? Have we really faced up to the fact that we need to know more than we do know about what culturally deprived people are really like and how to help them? This segment of the school population has always comprised the major portion of visiting teacher referrals. Will this new emphasis tend to make us forget more than ever that culturally privileged children have problems, too, and need help?

4. Another issue is recruitment. We are getting younger people and more men into the program, which is good. But I had thought that by this time we would have had more visiting teachers enrolled in the school of Social Work. The MSW degree, with certain other criteria, is an approved program for the VT-6. Yet, so far we have had one visiting teacher to complete the MSW in the new School of Social Work. Part of the problem is that one must take a leave of absence for six quarters because it is not possible to get the MSW degree in summer school only. Scholarships are available, but they are not large enough for persons with families. We need to work toward recruitment and larger scholarships for this aspect of our training program.

And that brings us to another aspect of recruitment. We have had more success in recruiting from the School of Social Work than we have had in recruiting visiting teachers for the school. Of the 14 graduates, the only ones so far, four besides our own one are employed by school systems in Georgia and others are interested. However, most of our recruits for a long time to come will have to be from the teaching profession simply because there are not enough social workers to be found. Several school systems have been asking us for two or three years to find social workers for them and we have not been able to do so.

Perhaps the ideal solution to this would be to recruit good, young teachers for the School of Social Work and the MSW degree. How can we get started on this? And, in the meantime, what about the available, though limited, resource of graduates from schools of social work who may not have teaching experience? Could we not devise a training situation to help them become a part of the school just as we now try to train teachers to become school social workers? We should also consider the positive aspects of having social workers in the schools who have the professional training to deal with problems of children and families as compared with our present plan of offering three courses in the summer and then sending people out to try to do a professional school social work job.

5. A fifth issue is that of attendance. I see no conflict between social work values and the fact that visiting teachers have the authority of enforcing the compulsory school attendance law. The philosophy we teach is that the law is for the protection of the rights of children to an education and not for the punishment of parents. Authority in itself is not bad, but it can be used constructively or destructively. We also teach that non-attendance is only one of the school problems of children and that other kinds of referrals are just as important.

THE PATTERN OF THE TRAINING PROGRAM

We try to teach visiting teachers how to do the professional job the schools expect of them. One of the most important and also most difficult aspects of this is changing roles in the school, learning how **not** to be the teacher but to continue to understand the teacher's role, learning a job completely different from the teacher's but supplementary to it. This job also requires skills different from teaching — skills in understanding and helping people solve their problems. We try to teach visiting teachers how to help and not hurt, how to manage their own feelings while working almost exclusively with people in trouble. I think one of the strongest parts of our training program is our new plan for internship. We try to give new visiting teachers enough help and enough courage to try out what they are learning.

Along with trying to keep up with the increasing number of visiting teachers and the changing needs of schools, we are also trying to keep up with new trends in school social work around the country. Things are happening so fast now it almost amounts to an explosion. In our own state, things we have worked for and dreamed about for 20 years are coming to pass so fast we can hardly realize their significance fast enough to take advantage of them.

In order to try to keep our heads above water, we have plans for a complete study of our present training program with expert out-of-state consultation. Maybe by slowing down enough to see where we are and where we should be going we will be able to make better progress in the long run. Now is the time to make the transition to a really professional school social work service. I think we must do it now or quit talking about it.

THE SCHOOL SOCIAL WORKER ON THE PUPIL PERSONNEL STAFF

MR. JOHN ALDERSON
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University of Illinois

This seminar confronts us with a clear and compelling challenge. How can the various pupil personnel services define roles and communicate with one another in such a manner that the most vital and effective services to pupils are insured?

There are many specific and general motivations that have brought us together. Many of these can be placed in a broad context of national and professional concerns. Among these is the recognition that a serious gap exists between identified social netds and problems, and the manpower available to meet these needs: It is evident that a manpower gap confronts not only social work, but all the professional disciplines represented at this seminar.

It is neither possible, nor desirable today to discuss in any depth the implications of the manpower gap in the helping and educational professions. Important for our consideration is the fact that in the near future qualified professional personnel will not be available to meet all identified social needs, despite continuing expansion of enrollments in our various educational and training institutions. This fact, a discouraging one at best, makes it imperative that existing professional services, and for our specific situation the pupil personnel services, be utilized to maximum potential in order to provide greater breadth of services, as well as improved quality of services to pupils.

The need for clarification of roles and functioning of the various profesional disciplines represented in pupil personnel services has been of sufficient concern to bring about research and demonstration efforts to attempt to learn more about the nature of the problems. The Interprofessional Research Commission on Pupil Personnel Services, Inc., commonly termed IRCORPS, was established "to design, develop, conduct, and communicate a program of research, including pilot demonstration projects, in pupil personnel services toward the goal of developing more effective educational services for children and youth."[2] The active members of the Commission consist of representatives from national educational organizations and other professional groups and associations involved in pupil personnel services. This large scale effort, funded by the National Institute of Mental Health, holds the promise of providing additional answers to certain of the problems confronting the pupil personnel professions.

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[1] For detailed information on the manpower problem in the social work profession the following publication is recommended: Daly, Dorothy, Closing the Gap in Social Work Manpower, Report of Departmental Task Force on Social Work Education and Manpower, U. S. Department of Health, Education and Welfare (Washington: U. S. Government Printing Office, 1966).

[2] Sheldon, Alice C., "Interprofessional Research Commission on Pupil Personnel Services, Inc." International Association of Pupil Personnel Workers, Inc., Vol. VII, No. 3, June, 1963, p. 36.

THE ROLE OF THE SCHOOL SOCIAL WORKER

An attempt will be made in this paper to define the role and common professional practices of the school social worker. Particular emphasis will be given to collaborative efforts within the pupil personnel team.

It is a formidable task to define the role of any member of the pupil personnel team. This is due in part to certain differences in patterns of team operation and certain trends and changes in role development. In reviewing some of the historical developments in school social work, certain trends in the functioning are evident. Newer patterns and developments are occurring now and will be dealt with later in this paper.

Jerry Kelley has stated, "School social work, 55 years ago, manifested in its isolated and embryonic development ideals of individual worth and the need to improve human functioning"[3] School social work arose almost simultaneously in three communities — Boston, New York City and Hartford, Connecticut in 1906 and 1907. In New York and Boston, the child welfare roots of school social work were particularly in evidence as the first assignment of social workers to schools arose from a desire to help "underprivileged children." In Hartford, the roots of school social work had more of a mental health emphasis, in that school social work began in conjunction with the Psychological Clinic.[4]

Following these early beginnings, school social work has struggled to establish a clear identity. It is evident that the road to establishment of an identity has not been a smooth one. This continues to be in evidence when one notes the various administrative arrangements within which the social worker has fuctioned and the various titles which have been used to describe him. In school systems, the social worker may be part of departments of special education, guidance services, pupil personnel services, may be a separate department, or even a lone worker with direct accountability to the school principal or superintendent.

While there continues to be certain problems of role definition in school social work, certain areas of confusion have been largely eliminated. A major development is the concept that the services of the social worker in the schools are related to the major goals and purposes of the educational establishment. The school social worker's primary purpose and "reason for being" is to enable school pupils with social and emotional difficulties to more fully utilize their potentialities for learning and functioning effectively within the school. Through skilled professional help, the school social worker is committed to aiding pupils in making the fullest use of their school experience. In 1959, the School Social Work Section of the National Association of Social Workers published a "Description of Practice Statement for School Social Work." The following definition was part of that statement:

> "School social work in school systems is a part of an interprofessional approach to understanding and providing help for children who are unable to use their learning capacities to the fullest, or whose problems are such as to require special services

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[3] Kelley, Jerry L., "Present Practices in School Social Work," School Social Work: A Service of Schools, (Washington: U. S. Government Printing Office, 1964) p. 26.

[4] Ibid, p. 26

> to enable them to make full use of their educational opportunities."[5]

This statement makes it clear that school social work should not be confused with such services as are currently offered by child welfare agencies, family service agencies, or child guidance clinics. In the school setting, the social worker must adapt the skills of his professional discipline to the objectives of the school.

THE ROLE OF THE SCHOOL SOCIAL WORKER

Social work practice in the school setting embraces a number of major functions which will be described briefly. They are as follows:

1. direct social work services to pupils and parents
2. community work
3. consultation
4. interprofessional collaboration within the school

The sequential arrangement of these various functions is not necessarily in the order of importance. The fourth aspect, that of interprofessional collaboration, is placed last in order to develop this area more fully as a major portion of the paper.

DIRECT SOCIAL WORK TREATMENT SERVICES

Casework Services to Pupils

The child experiencing social and emotional difficulties is generally first identified by the classroom teacher. Most teachers are sensitive to the emotional needs of pupils and are aware of the general developmental tasks which should be accomplished by children of particular ages and stages of growth. The teacher is concerned about pupils who manifest various symptoms of disturbance or who clearly are under-achieving. While some teachers continue to be reluctant to utilize specialized services, most welcome the supplementary help which can be offered by the school social worker and other members of the pupil personnel team.

Although most referrals to the school social worker are initiated by the classroom teacher, nominations also arise from other sources, including parents, school administrators, the pupil himself, or through other members of the pupil personnel team, such as guidance counselor, psychologist, school nurse, and others.

The direct service most frequently offered the school pupil, following a generally brief period of diagnostic study, is that of casework. The bulk of school social work services continue to be offered to the child on a casework basis, although increasing usage of the group method is a trend and will be commented on later.

The school social worker brings to the individual interviews a body of knowledge of human growth and behavior and of particular social and emotional difficulties that children may experience. Early interviews afford opportunity for the social worker to gain increasing understanding of the nature of the child's difficulty and of the strengths the child may be able to utilize to help himself in relation to his problems of school functioning. In the literature the term casework services to the "child-in-school" has been used to particularly indicate the focus and objective of this service, to enable the "child-in-school" to more effectively cope with and gain from his school experience. It should be observed that while the social worker utilizes a formalized body of knowledge to gain understanding of the child, the child himself carries on a process of diagnosis which is just as important but based on less formalized educational knowledge.

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[5] "Description of Practice Statement for School Social Work," in *Description-of-Practice Statements*, mimeographed (New York: Council on Social Work Education, 1959), p. 1.

At point of referral, Mildred Sikkema has observed that there are at least three anxious people — the child, the parent, and frequently the teacher as well. Each has a distinct perception of the nature of the child's problem, and a feeling that he is not as adequate as he should be.[6] This triad often experiences a sense of inadequacy, shame, sometimes anger and other strong emotions in relation to the problem that has brought the child to the point that persons in his social milieu believe he needs specialized help. The child member of this triad views the worker as part of the school setting, which of course he is. In a sense, the child interviews the school social worker to test out whether he can be trusted with troublesome feelings.[7] The manner in which the worker approaches and relates to the child will be most significant in determining whether the child arrives as a "diagnostic conclusion" that this is a professional helping person who can be trusted. When the worker is able to relate to the part of the child which is striving for growth, rather than to negative surface behavioral manifestations, generally termed symptoms, positive changes occur in many children.

Group Work Services

The use of the group method in work with school pupils with social and emotional difficulties is currently receiving a great deal of attention. As yet the practice of this method by school social workers is not widespread, even though there is general agreement that this approach offers an additional avenue and medium for helping troubled school children. Although precise diagnostic criteria art not yet available to enable the professional social worker to categorically state that certain types of pupils will receive more benefit from the use of the group method, as contrasted to the casework method, it seems apparent that in the future there will be greater use of the group method by school social workers, trained primarily in casework, as well as by employment of social workers with specialized training in the use of the group work treatment method.

One of the earliest descriptions of the use of social group work in the schools appeared in the Bulletin, National Association of School Social Workers in 1955, written by Paul Simon now Assistant Director of the Jane Addams Graduate School of Social Work of the University of Illinois. The article described an experiment involving fifty-one boys from elementary

[6] Sikkema, Mildred, A Report of a Study of School Social Work Practice in Twelve Communities (New York: American Association of Social Workers, 1953) p. 25.

[7] This concept is developed in the following article: Fraiberg, Selma H., "Some Aspects of Casework with Children," Psychoanalytic Principles in Casework with Children (New York: F.S.A.A., pp. 2-5).

schools with school difficulties who were invited to join small club groups. The group services were viewed as an adjunct to casework and other school services. Although this project was not formally evaluated, the estimates of school personnel and members of the project indicated that most boys in the groups showed various degrees of improvement in school relationships.[8]

In recent years, the most active and possibly innovative efforts in relation to social group work services in the public schools have been conducted at the University of Michigan School of Social Work. Robert Vinter, Rosemary Sarri, and others at the University of Michigan are testing out the use of the group work method in a well conceptualized fashion. Basic to their conceptual approach is the notion of the school as a social system, with pupil malperformance viewed as "resultants of the interaction of both pupil characteristic and school conditions."[9] This view will be developed further in this paper. In a sense, the Vinter approach has conceptualized in social science terms a fact that school social workers have known for a long time. In school social work, our most productive efforts in helping children have occurred through interprofessional team relationships, which not only involves sharing of facts and knowledge, but also involves attitudinal changes on the part of all personnel in contact with the child so that the social milieu is changed constructively to the benefit of the child.

Currently a joint committee of the Council on Social Work in the Schools, NASW, and the Council on Group Services have meeting to consider the use of the group work method in the public schools. The work of this committee is still in the formative process. As a member of this committee, I believe its work is indicative of the interest and serious study being given to the further development of this method in schools.

Expansion of social work services to children in groups is a definite trend. At this time, further development of this medium of help is slowed by several factors. Primary among these is the current paucity of supervisory and consultative help to casework practitioners who are interested in using this method. An additional problem is that the supply of group work trained social workers is in even greater shortage than that of caseworkers. A long term solution may eventuate when more schools of social work provide students in training with field work experiences in several methods, rather than only in one specialized area.

Social Work Services to Parents

Social work services to parents are an integral part of helping pupils with social and emotional difficulties interfering with school adjustment. For many years, social workers have recognized the crucial impact of early family relationships in the development of personality. In recent years, the mental health professions have witnessed an upsurge of activity, research, and writings related to the concept of the family as a dynamic, functioning psychosocial unit. Various terms, such as conjoint family therapy, family group treatment, and others have been used in describing the treatment approach

[8] Simon, Paul, "Social Group Work in the School," Bulletin of the National Association of School Social Workers, Vol. 31, No. 1 (September, 1955) p. 7.

[9] Vinter Robert D. and Rosemary C. Sarri, "Malperformance in the Public School: A Group Work Approach," Social Work, Vol. 10, No. 1, (January; 1965) p. 4.

based on the underlying base of theory. Frances Sherz in depicting family treatment-concepts has stated that "each family system is made up of a unique blend of biological, social, psychological, and cultural components that are expressed through the patterns of relationships among family members."[10]

Our own school of social work has recently added content both in the human growth and behavior sequence, and in the casework methods courses related to the theoretical rationale and methodological approach to the family as a total unit. Approximately one-fourth of our casework students are receiving some experiences in family group treatment as part of their field work experience. The dynamic theory related to the family is of significant value to any social worker working with children, parents, and families whether or not the family group treatment method is utilized. Such notions as the family scapegoat with its assumption that the problems of the family may sometimes be focused on one family member can be of value as the school social worker searches for understanding of a particular child's problems.

It it not yet clear to what extent the school social worker can and should utilize the family treatment approach in relation to pupils with school difficulties. The primary question is related to the degree that the school should assume responsibility for treatment of families. It may be recalled that similar questions have arisen regarding the school social worker's offering of casework services to parents. I tend to feel that the issue of family group treatment by school social workers may be resolved along similar lines.

The service that the school social worker offers to parents is related to the over-all purpose of helping the parent to understand the child's problem in school, his attitudes, capacities, and adjustment in relation to school. In this context it is possible that the school social worker may work with family groups in relation to attitudes, feelings, confusing communications, or other problems which may have an adverse effect on the child's school adjustment. The social worker, through utilization of his professional knowledge and judgment, and diagnostic understanding, must make the decision when the emotional disturbances of the child, the parents, or the total family require more intensive help in social agencies or private resources outside the school.

Community Work

Under this rather general heading is included several important activities of the school social worker, which will be briefly described.

Work with social agencies

When the child needs help beyond the scope of the school, or when severe parental or family problems exacerbate the child's school difficulties, the school social worker utilizes community agencies. The school social worker must take responsibility for defining with community agencies the areas in which he will be able to work and be willing to share responsibility with another agency. The school social worker is in an excellent position to serve as a liaison person between school and social agencies as he has an intimate understanding of both social work and education through being a member of both disciplines.

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[10] Sherz, Frances, "Family Treatment Concepts," Social Casework, Vol. XLVII; No. 4 (April, 1966) p. 234.

Interpretation

The school social worker helps interpret the school to the community through such activities as taking part in PTA, working on committees, or leading parent study groups. He may represent the school in community social welfare activities.

Community organization

The method of community organization is increasingly being utilized by the school social worker. It is evident that social workers in all fields must have knowledge and skill in all three basic methods — casework, group work, and community organization. John Nebo has said, "Consciously or unconsciously, school social workers have been using the community organization method for as long as the profession has existed."[11]

There are a number of ways in which a school social worker uses his community organization skills. Some of these include the following:

1. formal and informal talks at both school and community affairs
2. participating in community study groups and committees
3. development of interpretive or educational brochures and other materials
4. identification of unmet community needs and participation in programs to meet these needs

In certain instances, the school social worker has not consciously identified these activities as community organization. They are community organization, and this listing of activities engaged in by the social worker that could be considered community organization is not comprehensive.

Consultation

Consultation is an activity that most professionals engage in at various times. In school social work it is becoming increasingly identified as an important and expanding area of practice, particularly as the demands for services to troubled school children increases to the point that case loads become burdensome and waiting lists expand.

Consultation is an activity in which advice and counsel is given on a specific problem. The person receiving this advice, the consultee, has freedom to either accept or reject the information and viewpoints offered. Gorman has written, "More specifically, consultation is selectively directed toward enabling the consultee to increase, develop, free, or modify his knowledge, skills, attitudes, and behaviors, toward solution of a current or anticipated work problem."[12]

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[11] Nebo, John, "The Visiting Teacher — Opportunity for School Progress, International Association of Pupil Personnel Workers Journal, Vol. VII, No. 3, (June, 1963) p. 19.

[12] Gorman, Joanna F. "Some Characteristics of Consultation," Consultation in Social Work Practical, Lydia Rapaport, Ed., (New York: NASW 1963) p. 22.

It is apparent that in many instances the consultation offered by the school social worker is not always identified as such by either the consultee or the worker. The school social worker is frequently sought out by teachers and other school personnel for professional advice and viewpoint even when they do not wish to make a referral. Although much informal consultation takes place, the school social worker should begin to make efforts to more clearly identify for himself, and others, his role and function as a consultant.

Interprofessional Collaboration within the School

In a sense, interprofessional collaboration within the school is the essence of this seminar. Nothing is of greater importance in aiding troubled school children than the establishment and maintenance of effective working relationships with other school personnel who have responsibilities in relation to the pupil.

Arlien Johnson has defined collaboration as "the process of interaction that takes place when two or more persons work together on the solution of a problem and share responsibility for the results."[13] The capacity for full participation in creative collaborative relationships should be a primary requisite for any member of the pupil personnel team.

Several criteria for effective teamwork are the following:

1. recognition of the importance of professional integrity
2. understanding of the structure of the team and of each member's function
3. respect for the expectations and limitations of his own profession and those of the other team members
4. knowledge and use of established lines of communication
5. recognition of the importance of sharing information, responsibilities, and goals.[14]

Collaborative Work with the Teacher

Work with the teacher is a vital and essential aspect in helping the troubled pupil. The teacher holds the primary responsibility for the child's learning and school experience. The relationship of the school social worker with the teacher is a creative interprofessional relationship focused on helping the child. It is not, nor should it become a type of social work treatment relationship; it should be conducted on a co-professional sharing level.

A great deal more could be added about work with the teacher, but, for our purpose today, more generalized comments about collaboration and interrelationships within the pupil personnel team would be more pertinent.

THE SCHOOL AS A SOCIAL SYSTEM

The school may be viewed as a social system with a "network of patterned relationships of people, each category of whom has distinctive role-sets or a group of associated roles."[15] Viewed in this fashion, the school is conceived as a distinct personality, with many component parts in the form of the persons, including staff and pupils, which work together to form a unit which is distinctly different from its component parts. This view of the school as a social unit indicates that all of the activities occurring within the total school may have an impact on the educational process. Such factors as staff morale, teacher-principal relationships, teacher-teacher relationships, social worker-guidance counselor relationships, and others may all have an impact ultimately on what happens to the individual child.

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[13] Johnson, Arlien, School Social Work — Its Contribution to Professional Education, (New York: NASW, 1962) p. 128

[14] Nebo, John C., Ed., Administration of School Social Work, (New York; National Association of Social Workers 1960, pp. 40-41).

As a social and educational institution, the school is organized in terms of a heirarchical pyramidal structure with definite lines of authority. The social worker, and other members of the pupil personnel team must have clear knowledge of the lines of authority and the appropriate communication avenues. In a sense, the school social worker must have knowledge and ability to communicate skillfully on both a vertical and horizontal plane. The horizontal plane relates to communications with others of equal authority in the administrative structure. Ideally, communications between members of the pupil personnel team should be considered horizontal communications between members of equal authority and status.

The school social worker has a unique position within the school that cannot be readily explained by the vertical-horizontal notion. In a sense, the school social worker must develop facility in communicating with both administration and teaching staff. Each area is of at least equal importance. The school social worker may lose effectiveness if he appears to be identified too thoroughly with either administration or the teaching staff. This is a particular hazard when tense relationships exist between teachers and administration. This places the worker in the position where pressures may be exerted by both groups, either overtly or covertly, to support their positions.

It is generally accepted that the members of the pupil personnel team place high value upon mutual interdependence and believe that pupils benefit most from combined efforts. There are certainly examples of smooth operations of pupil personnel teams for the benefit of pupils. There are also instances and reports of situations in which members of these teams appear to be at cross purposes and unable to effectively integrate and coordinate their efforts. A discussion of several factors involved in these difficulties will follow.

Role images and expectations

A frequent source of conflict between members of the pupil personnel team relates to role images and expectations. Each member of the team has a professional self-image as to how he believes he should perform his professional services in the school setting. At the same time, others have an image and an expectation as to role functioning of the other professional disciplines. The degree to which there is a congruence and complementarity of these images determines the effectiveness with which the team can function in the task of helping school children.

[15] Johnson, op. cit., p. 60

The importance of each member of the pupil personnel team having the ability to clearly interpret his role is of utmost importance. Distortions and blurring of images occur too frequently to ignore the importance of this task of each member of the interdisciplinary team.

Clarity in interpretation of roles is a vital task, but not an easy one. This is in part due to the fact that members of the pupil personnel team share certain commonalities in their knowledge base and the techniques utilized in aiding school children. For example, psychologist, social worker, and guidance counselor all have a base of understanding of human behavior. At various times they also utilize interviewing techniques in fulfilling their professional duties. Specific role delineations are possible when the purposes for using particular knowledge and techniques are understood in relation to the particular profession for which the individual has undergone a period of rigorous training, and to the particular objectives of services offered.

In a sense, it may seem paradoxical that certain of the problems of team functioning occur due to both similarities and differences. Members of the professional team may be concerned about similarities, which may represent a threat to their own role and status, but at the same time remain suspicious, or skeptical about differences in training, approach, and methods.

Florence Poole presented a paper several years ago in which she discussed the problem of being a part of an organization, and yet maintaining unique difference; how to be with school personnel and members of the pupil personnel team, and yet have a unique professional identity. In a sense this is a conflict which every individual must deal with during his lifetime. It is a central issue in any group association. In family life a crucial issue is that of becoming connected and identified with the total family and its individual members, and yet evolving a separate individual identity is one's own right. How different can one dare to be in developing and expressing one's own unique personality and life style, and still be accepted by others? It is of essential importance for all professional persons to develop comfortable ways of dealing with difference. Miss Poole stated this problem as follows: "The sense of individual difference is important, but only as it is balanced with a sense of similarity to and a relatedness to others."[16]

Sharing

A central problem for members of the interdisciplinary team is that of sharing. This includes the sharing of knowledge and the sharing of responsibilities in working with pupils, parents, and school staff.

Due to the fact that it is rather rare for pupil personnel services to be established with a total complement of representatives of the various disciplines, definite reactions occur when new members of the pupil personnel team are introduced. Persons in the earlier services established tend to react with a sense of emotional threat at the introduction of additional team members, even though intellectually they see the desirabillity of these services. This reaction seems akin to a feeling that one's territory or property rights will be usurped by the newcomer.

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[16] Poole, Florence, "Work with Other School Personnel," Paper presented at annual meeting of the Illinois Council for Exceptional Children, Springfield, Illinois, November 1, 1957, (mimeographed).

Certainly everyone has experienced problems of sharing and the strong emotions that are stirred up by the necessity to share. In a sense, every individual during childhood is forced to share within the family long before the intellectual capacity is developed to understand the necessity for sharing. Sharing parents with a new sibling is a situation fraught with anxiety and dread for a child. These feelings may continue in all of us to some degree, although aften in modified, disguised, or altered form.

These emotions are either unique to or foreign to professional persons. Consequently, professional personnel may at times be surprised when they become aware of the feelings and difficultis that occur when they have a responsibility to share. The addition of social worker services, psychological services, or guidance counseling services may have an effect similar to the introduction of a new sibling, may stir up feelings about sharing, and represent a threat to the status of existing staff.

In addition, the constant need to expose and share knowledge, ideas and practice in the interdisciplinary framework may pose a stress on all members of the pupil personnel team, particularly if insecurity exists regarding abilities or competencies.

It is apparent that there has been a predominant theme for thread running through this paper. The common theme is the importance of each member of the pupil personnel team understanding his own responses and feelings about the school, his own role and status, and that of other members of the team. The charge to each member of the team is to perceive and interpret his own role clearly and have a willingness to learn from other members of the team. When negative or ambivalent feelings about other team members are not fully recognized and understood, the resulting service to school pupils is harmed.

CONCLUSION

In this paper, an attempt has been made to examine features of the school social worker's role and to particularly examine certain aspects of professional collaboration within the pupil personnel team. I am aware, and somewhat concerned, that this type of "dwelling on problems" tends to ignore positives. One might wonder why these teams don't disintegrate in the face of such severe conflicts. In point of fact, they sometimes do or else function minimally. As suggested earlier, it is an accepted fact that the interdisciplinary approach improves services to troubled school children. We also recognize as members of the behavioral professions, dedicated to education and service, that there is a basic drive in human beings to communicate and to share knowledge and ideas. There is a stimulation, challenge, and satisfaction in the team operation which is committed to a common, superordinate goal, that of providing the most effective services to school children which results in their gaining maximum satisfaction and usefulness from their school experience.

PANEL REACTIONS TO "THE SCHOOL SOCIAL WORKER ON THE PUPIL PERSONNEL STAFF"

MR. JOHN ALDERSON

Panel Members: Mr. Bruce Shear, Mr. John Odgers, Dr. William Ashbaugh,
Dr. Emeliza Swain

Dr. Ashbaugh: I have wondered sometimes whether in pupil personnel work or in school, in general, if we ought to focus quite as much on the family as we do. I think we are all knowledgeable in the fact that the family is the base of what the child is when he arrives in school, but I guess I also wonder sometimes whether we do not use that as an excuse. Sometimes it seems to be that we almost say, "Well, what can you do with him? Look at that family." Would you care to make any kind of comment about this?

Mr. Alderson: I think I have heard the very same thing as you about, "What can you do? Just look at his family." In a sense this would take a different point of view, I believe, because I think this in a sense gives us a responsibility to involve ourselves, at least to a degree, with the family and try to indicate through demonstration and services that attitudes and family problems can be modified to an extent. Again, we probably cannot go into it entirely in depth, but there is a certain limitation that I tried to mention in the paper as to how far the school social worker should go with the families. I think my feeling is, that it is a responsibility to try to deal with certain of the family problems when they are directly influencing the child's school difficulties and when agencies are available to make referrals to community resources. But again, I do think this is partly an interpretative job because I have heard this statement most frequently I think from teachers, "His family is such a mess, you can't expect anything more of this child." So, I think it is probably a job of interpretation and even helping a teacher realize that this is not really looking at the child and what he himself may have in terms of strength despite his family. I also very much take the view that the school sometimes is the salvation for some children who have very disturbed family situations, and despite all efforts, there is but minimal change within the school content. If the child forms good relationships, I think these can be sort of counteraction of negative influences. I do not think we have demonstrated that enough, but I think we do see it in our practices when it occurs.

Dr. Ashbaugh: I wonder whether sometimes the child cannot almost become therapeutic for the family. I remember hearing said, "You know, who caused it does not matter after awhile. Some of these children are just plain hard to live with." If you could do something to break that chain, you might make inadequate parents, if you want to call them that, somewhat more rather . . ."

Mr. Odgers: Two stories I think apply in this situation. One of them is about the boy scout who really had trouble helping an old lady across the street, and, the reason is, it turned out that she did not want to go across the street. I think we get into this type of situation sometimes where we try to do something without there being a readiness or a motivation for it. It reminds me, also, of a first grade teacher who at the beginning of school told the children that if they had to go to the bathroom, rather than disturb her, they should raise their finger in the air. One little boy asked how this would help. I think sometimes, we need to get relationships and reasons. You are reversing this approach here; maybe the youngster being the vehicle for the modification of attitudes and understandings at home can be a real important one that we might want to examine, maybe we haven't examined enough.

Dr. Swain: It seems to me in counseling with high school and college-age students that many of their problems are solved when the kid decides that, "This is my family, and I will learn how to live within this structure." It may not be that he carries home any therapy for them because it could be only that he shrugs his shoulders and says, "Well, within this framework, what can I do?" I have spent a lot of time with a lot of children who are saying to themselves, "So if this is the way they are, what do I do to do the best I can to get along with them."

Mr. Shear: Maybe he should come to the realization that he just would not be here if it were not for them.

Dr. Swain: And begin to realize what value this particular family offers him as well.

Mr. Alderson: I think we do see this occuring. I noticed during my practice days in school social work, certain of the family agencies would take the view that you never work with the child, you always work with the parents. They began to realize that often working with the parents was not enough because the child did not change. Often, if just some slight modification occurred in the child, and he became willing to more or less meet the parent halfway, some real changes occurred. So I think it can occur in both directions. Changes in the child may often change the family in a very constructive fashion. I would, in a sense though, prefer that we should more or less base some of our actions on our understanding, our diagnostic understanding, and not rely necessarily on one exclusive approach entirely, but try to have an approach that really tries to deal with all the significant elements in the child's situation: the teacher, the parents, the child himself. I think our most constructive work as a team occurs in this area too.

Mr. Odgers: I think the social worker sometimes has a couple of strikes on her when she is making home visits, and I say this on the basis of a very recent experience of working with an elementary teacher who is currently in training at Ohio State University to be an evaluator in connection with Title I projects. They are developing the instrumentation now to get into this, and part of it involved some interviewing of parents in deprived areas to get clues toward the types of things they want to try to measure. What she is running into when she goes in to see the parents of Susie Smith is that the neighbors are looking out to see what is wrong, now that someone from the school has to come over. She is there for constructive, positive purposes, but she is really a threat to this woman's reputation among her neighbors, because any time someone comes from the school, the kid is in trouble. I think that possibly somewhere along the line in connection with our school activities, we are involved in home contacts. We have to get more of them on the plus side so that the ones that are on the minus side can be done more effectively. I do not know if there is an answer to this or not; we do not have time as it is.

Mr. Alderson: Was the person you were describing pre-school?

Mr. Odgers: No. One thing I have observed in some of the Head Start Programs is that when the social worker or another member of the team reaches out to the family when the child is 3½ or 4, that the attitude is much more receptive when they see that the school has enough interest to reach out into the families. And we do notice a distinct difference of this response to school personnel according to income level. Low socio-economic groups often are very suspicious and view the school as an authority, and, in some of the middle class schools, the child himself is very upset if the parent did not come into school for conferences, etc. This is a real difference in the perception of the school and school personnel.

Mr. Odgers: We touched on one thing yesterday that I think is important, and it came out very dramatically in two years of state-wide research in Ohio on our drop-outs where we collected for two years a great deal of data including not only the student's reason for dropping out but the counselor's interpretative reason. No youngster dropped out of school without a structured interview the second year on the basis or research the first year. Almost without exception, and probably the exception would be pregnant girls, the kids that dropped out of school sincerely felt that they were really doing what was best for them in the situation. I think this tells us a lot in terms of some of the implications of pupil services in our in-school programs, of how we can get next to these types of beliefs and understandings or misunderstandings and do something about them before they reach this point, or do something about the school program, so that dropping out is not the best solution to the problem. Because I am with you, sometimes it is the best solution.

Dr. Ashbaugh: Maybe what we need is a kind of basic honesty with parents and everybody else we deal with. I think, as you say, that we probably do have a situation in which, for many children, dropping out of school very honestly is the best thing they could possibly do. At this point, I remember a home study which was designed to demonstrate that there was a need for special education in a particular community, and a study was set up so that they would follow up children who had demonstrated IQ's of, I think, something like 75. They followed them up, and, of course, what they found was that these were the kids who owned the trucking companies, ran the bakeries, and who were making more money than anybody who was doing the study. If we were really honest about all this, then maybe we could solve the problem in the school at the time, rather than say, "Well, school is the only thing that will possibly save you." I think sometimes we have almost been dishonest in the way in which we have approached parents. I remember Martin Low talking about what would happen if you went to a parent in certain communities, and said, "Johnny did well today." The first thing that would happen when Johnny came home was that he would get his face slapped. Because basically, there is a kind of distrust of what has been said to the parent. They have been told before as a kind opening remark, "Now everything is going fine," but later on they find out that Johnny has broken all the windows. If we had a kind of honest communication to begin with, we might not run into some of these problems.

Dr. Swain: I must say that what I was twitting you about awhile ago is a sort of honesty with the kids. Working in the University setting, I explain the University to perfectly honest, reasonable, graduate and under-graduate students, and sometimes all you can say to be honest is that the University just does not know any better how to do this job than this. Here you are, and you can put up with it. We do a lot of ignorant things. I think we do less in the elementary school than we do in the University and less in the high school than they do in the University.

Mr. Odgers: You are a psychologist.

Mr. Shear: It seems to be with all of the emphasis being placed in the last couple of days on counselors, social workers, and psychologists, that I should have refrained from indicating my own concern that school-health people be included as a definite part of the pupil personnel services. There is no sense in a psychologist spending an awful lot of time with a kid who just cannot hear or see. Also, I think many school nurse teachers, or whatever their title may be in the various states, can be awfully good people in helping to identify, and refer, and work with. I am going to make up a category here, (against my own ideas of categorization) of pupils who are called psychosomatic and school malingerers. I think the physical basis for adjustment and progress in school should be recognized fully and dealt with, and, that in our study of pupils, we should turn almost every time and usually first to the physical side of the pupil before we go on with his intellectual and emotional sides.

THE SCHOOL PSYCHOLOGIST ON THE PUPIL PERSONNEL STAFF

DR. WILLIAM ASHBAUGH, Executive Director
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PROBLEMS AND ISSUES IN THE GEORGIA SCHOOL PSYCHOLOGY PROGRAM

DR. RICHARD KICKLIGHTER, Co-ordinator
School Psychology Services
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There are about 35 thousand school-age children in Georgia who are mentally retarded. There are 35 to 70 thousand who have or will have serious emotional problems. There are another 60 thousand who will experience significant and serious learning problems during their school years.

These are samples of the kinds of children, children already in difficulty, who need pupil personnel services, not to mention the average child who needs special attention from time to time.

If we loaded these children into large school buses and drove them past this building at the rate of a bus a minute, it would take more than two full days and a night for them all to pass by. And, I must point out, these estimates are on the conservative side.

To give you another view of the problem; if one out of fifty of these children wind up being institutionalized for a good part of their lives (and the probability is that the rate will be much higher), it will cost us directly 270 million dollars. The loss of potential income for these same students represents about 450 million dollars. The loss in terms of human potential, in terms of abject misery, in terms of shattered hopes and dreams, cannot be calculated, and for my own emotional protection, I am rather glad that it cannot.

School psychologists cannot prevent all of this appalling waste, neither can all the combined forces of educational and personnel service workers represented here today. But, school psychologists and the other forces of educational change can make significant and valuable positive changes in many of these cases. If a school psychologist helps one child to achieve a reasonably satisfactory, independent life, he will have saved the taxpayers enough money (in direct costs) to pay his salary for about fifteen years.

Our seminar today is directed toward the theme "Problems and Issues." Let me point out to you, then, what I see as the most cogent issues for the schools concerning school psychology. I will discuss briefly the four major concerns for school psychology as I see them.

A. **The first issue is the education and training of the school psychologist.**

   1. We must address ourselves to the question of the depth of training in psycho-diagnostic skills of the school psychologist. Will he invest most of his training in cognitive functionings? Will he attempt to become a specialist in matters of affect and feeling as well?

   2. We need to consider also the levels and degrees of skill and

training. Should there be doctoral level only or, multi-level training with a division of responsibilities.

3. We must decide who is best suited to assume training responsibilities of school psychologists at the college level. This responsibility is related to the background and training of individual college staff members, as well as the departments and units within the college and the interest they show in this field.

B. A second major issue revolves around the concepts of the role and function of the school psychologist on the Pupil Personnel Staff.

1. There is the problem of therapy in the schools by the school psychologist — how much, if any, and for which children — what techniques will he employ? Will he use:
   (a) Behavioral or conditioning therapy,
   (b) Play and analytic therapy,
   (c) Counseling and client-centered approaches to therapy, or
   (d) Parental and environmental change and consultation?

2. Another very important part of this issue is the question of overlapping and possibly conflicting functions with the counselor and school social worker, and the administrative structure and line responsibility of the school psychologist in the local school system.

C. The third major issue concerns the problem of the assessment of competencies of individuals as school psychologists and standards of qualifications.. We need to address ourselves to the following issues.

1. How much flexibility is needed in patterns of certification, and for whom does it apply?

2. Are objective measures of individual competencies in school psychology needed? Are they valid? Are they useful?

3. How much work experience or teaching experience should be required? What are the evidences in support of our opinions and what effect does our action have on the supply of qualified school psychologists?

D. The fourth major issue is the problem of financial support to local systems and the related issue of salaries.

1. How much, if any, state support should local systems receive for the support of school psychologist services? What method of support is most equitable and functional?
2. Should we develop a separate salary scale for school psychologists or utilize an existing scale? If we utilize an existing scale, which one should it be: visiting teachers, counselors, teachers, or principals?

These four issues seem to me to be central to the development of school psychology in Georgia.

One part of the essential requirement of a meaningful dialogue is that the parties involved understand the meanings and feelings of each other. So, let me describe my opinions and feelings about a few of the issues I have mentioned. (The fact that I will leave some of them out is not to suggest that they are unimportant, but that I have yet not clarified my own thinking on them.)

1. My first reaction is to psycho-diagnostic skills. I believe that one of the critically distinguishing characteristics of the school psychologist is his considerable skill in individual assessment of **all** behavioral components. Without considerable depth here, the school psychologist becomes a "generalist" in the least desirable meaning of the term.

2. My second opinion involves therapy in the schools. I believe that analytic and client-centered approaches (especially analytic play techniques) contribute little to the amelioration of undesirable behavior in **young** children (note the word **young**). I feel that the mechanisms of effective therapy (and I use this term in its broadest meaning) in the future for the school psychologist will lie in:
   (a) Behavioral therapy techniques
   (b) Environmental adaptation techniques
   (c) Consultation techniques, especially involving the counselor, school social worker, teacher, and parent.

3. In my opinion, the levels and degrees of training make perhaps the most annoying and least fruitful issue we will discuss (yet constantly we are faced by it). My conclusion is that we will have to have persons with varying levels and degrees of skill and training as represented by the masters', sixth year, and doctoral levels of competency. Any realistic appraisal of professional manpower supplies in the next decade along with an objective look at the kinds of skills involved lead most people in the field to this assumption.

4. The only thing I know for certain about the question of possible conflict in role, function, and status with the school counselor and school social worker is that we must address ourselves to it promptly and openly. It is a potential source or great conflict, but it could also be the genesis of real strength for our related professions.

5. My feeling on the issue of supply of school psychologists and the related questions involving experience is that I am committed to the view that the school psychologist must be intimately familiar with the educational endeavor and the every-day life of the school. However, I feel that there are several possible ways to insure this. One way is through teacher preparation and experience; another is through a **real** practicum and internship experience in the school as an intergal part of the college training program. To limit teaching experience as the only qualifying prerequisite is going to result in a serious, if not a fatally conclusive, recruiting problem. My plea to you is that we remain open to this issue.

The school psychologist (through our representation here) is faced with some decision points regarding his role and the effect he has on children's growth and development. If he persists in only individual or one-to-one relationships, his influence and effectiveness will be limited. He must extend his efforts through other processes. Let me suggest two ways he can do this:

1. He can (with the blessing of the school administration) help elementary teachers plan and carry out unit programs for the explicit purpose of teaching behavioral principals to children. Children can learn the rudiments of human behavior and can profit from the knowledge. Ralph Ojemann of Iowa has demonstrated this.

2. The school psychologist (again with the blessing of the school administration) can offer coursework to children (early in adolescence) probably at the eighth or nineth grade level, in psychology. As I envision it, this course would revolve around problems of growth and social and personal development. This activity would accomplish three major purposes: (1) It would get the school psychologist into the classroom which would be a help in his attempts to form relationships with other school staff members, (2) it would make the the school psychologist visible to the students and potentially more useful to them. (3) and most important, it would serve the critical and neglected function of providing for social and emotional developmental needs of children and serve a preventative mental health function.

In conclusion, my general feelings are that we have an opportune time to make a critical and valuable impact on the human destiny of many young lives. I have a hunch that your presence here today indicates that the motive to serve is important to you and that you will not permit the more annoying (but all too human) and less important issues to cloud your judgment or to turn you from the task we have accepted — to provide each child with the best school and the best education that we know about.

EDUCATION OF THE SCHOOL PSYCHOLOGIST: PROBLEMS AND ISSUES

PROBLEMS AND ISSUES IN SCHOOL PSYCHOLOGY

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It seems appropriate to define the terms "problems" and "issues" as used in this paper.

For present purposes a "problem" is defined as a discrepancy between "what is" versus "what ought to be." More specifically, the presence of a "problem" implies that "something ought to be done," that is something is "wrong". An "issue", as here used, is a topic considered worthy of debate. The presence of an "issue" implies that a choice should be made concerning two or more alternative courses of action.

As defined above, it is evident that the presence or absence of a "problem" or an "issue" is to some extent a matter of individual opinion. Consequently, in the remainder of this paper I shall express some of my personal opinions about each of these topics.

WHAT IS "WRONG" ABOUT SCHOOL PSYCHOLOGY?

Undoubtedly there are many less-than-perfect conditions pertaining to school psychology in Georgia, but I shall limit my comments to a few "wrongs" which appear to me to deserve special attention:

1. There are too few school psychologist currently employed.
2. There are too few school psychologists being trained.
3. We have had in the past and we still have inadequate recruitment.
4. We have had in the past and we still have imperfectly implemented training programs.

In the writer's opinion these four problems are inter-related. We have too few school psychologists currently employed and too few school psychologists currently being trained for a variety of reasons — but chiefly because of a lack of adequate recruitment and a lack of adequate training programs. On the other hand, an adequate recruitment program is dependent upon a variety of favorable conditions, especially these two:

1. Official policies by the State Board of Education and the local Board of Education providing financial and other types of support for the type and amount of psychological services needed in the local school systems.
2. The availability of training programs which are competitive with those of other professional workers in respect to financial inducements, the

quantity and quality of appropriate learning experiences provided in training programs and in other respects.

Another evidence of the inter-relatedness of these problems may be seen in the recognition that it is impossible to develop an adequate training program for school psychologists until there is a grass-roots demand for appropriate psychological services in schools, and until this demand gets translated into official policies of the Education Establishment (i. e., the State Board of Education, the administrators in local school systems, the agencies responsible for training programs in the pupil personnel services.)

Fortunately for them, the school social worker (visiting teacher) and the school counselor have been able to secure a markedly more favored status in the Educational Establishment in Georgia than the school psychologist has yet been able to achieve.

Persons familiar with the history of education in Georgia will be able to recall some of the historical antecedants (accidents?) related to the present state of affairs. For example, during the mid-forties the public concern about absenteeism and withdrawals led to legislation making budgetary and other provisions for the employment of one or more visiting teachers in each school system. At a later stage, the Office of Education and the State Board of Education provided funds facilitating the establishment of counselor training programs. More recently, Federal and/or State funds have been made available for a variety of purposes related to the enhancement of guidance and counseling programs (e.g., purchase of supplies and equipment; subsidization of "annual" and "summer" institutes for counselor training, etc.). These and similar historical developments have led to the certification and employment of "visiting teachers" and "guidance counselors" in much larger numbers and under much more favorable circumstances than has been true of school psychologists. As a matter of fact, it was not until 1966 that the State Board of Education approved the awarding of the sixth-year certificate in school psychology. Although there are a few school systems which employ psychologists from local (system vs state) funds, as of this date the Division of Certification has issued no sixth-year certificates in school psychology. To quote from a distinguished Biblical source: "My brethren (and sisters), these things ought not to be"! If time permitted, I would give my prescription for dealing with this dire disorder.

WHAT "ISSUES" ABOUT SCHOOL PSYCHOLOGY NEED RESOLUTION?

As indicated earlier, the perception of an "issue" (or the lack of it) depends greatly upon "The Eye of the Beholder." From my individual perspective the following issues deserves early consideration:

1. What should be the differential role (functions) of the school psychologist in a pupil personnel services program?
2. What training experiences will best insure the development of numerous competencies to play this role effectively?
3. What academic background should be prerequisite to admission to a Sixth-Year Training Program in School Psychology?

4. What experience background should be prerequisite to the sixth-year certificate in school psychology?

5. What professional on-the-job supervision should be provided for holders of the sixth-year certificate in school psychology?

6. What procedural and professional inter-relationships (e.g., referral policies, division of labor, etc.) should be established among the pupil personnel services "team" (counselor, nurse, psychologist, visiting teacher, et al.)?

In the writer's opinion the position to be taken with respect to issues numbered 1, 2, 5, and 6 may appropriately vary considerably from one situation to another.

With respect to issue No. 3, the official position of the State Board of Education is that a beginning sixth-year trainee in school psychology should (a) be eligible for a T-4 certificate or (b) have an undergraduate major in psychology plus 20 quarter hours in approved education courses. The writer's personal prejudices concur with the above position.

With respect to the experience background prerequisite to certification, it is my strong conviction that wide latitude should be permitted and encouraged. More specifically, the training agency (i.e., "Approved program") should insure that **before** the completion of his sixth-year program the trainee will have had (i.e., **via** clerkships, practicums, internships, visitations, etc.) the particular pre-service experiences likely to be of most value in relationship to his future role as a school psychologist.

Finally , as one who forty years ago gained his first experience with school psychology in a State Reformatory (as resident psychologist!) permit me to express the bias that psychology has many potential contributions to make to the enrichment of living and learning in Georgia schools. It is devoutly to be hoped that this Seminar may hasten such contributions!

THE SCHOOL PSYCHOLOGIST ON THE PUPIL PERSONNEL STAFF

DR. WILLIAM ASHBAUGH
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Last Sunday as I begun to formalize this morning's talk, I gained great respect for Dr. Shumake, Dr. Kicklighter and the others who have planned this conference. When I first talked with Dr. Kicklighter, he asked if I could be here on Wednesday and Thursday. As I had another out-of-town speaking engagement on Monday evening and Tuesday, I wondered how much understanding I could ask of my Superintendent, but Dr. Kicklighter pointed out very wisely that this would provide me with good background for this morning's talk. Then Georgia's skill in conference organization showed itself again when Dr. Kicklighter requested a copy of my talk for the conference proceedings. Now conference proceedings are often very helpful but requesting a copy of his talk is also an excellent way to insure that one's consultant will not write his speech on the back of an air-line ticket en route.

Of course, my problem last Sunday was knowing what to write which might not be altered by the insights of the other speakers and your own State's situation.

Fortunately, for me, I think there are some universals in relation to the psychologist on the pupil personnel staff. I would like to share these thoughts with you now. Some may surprise you for they are not all favorable towards the pupil personnel team as it has sometimes been implemented in this country.

As you know one of the purported advantages of the pupil personnel team concept is that through its staff discussions, the different professions of social work, guidance and psychology can additively contribute to the knowledge we have about an individual child. And yet, several years ago a friend of mine who has spent his highly respected professional life in pupil personnel work described the pupil personnel team concept as an organizational procedure designed to bring the guidance counselor, the school social worker, and the school psychologist together in order for them to be able to trade ignorances. This may appear to be a somewhat pessimistic idea with which to begin a discussion of the school psychologist on the pupil personnel staff; however, if the pupil personnel staff is to become an effective organization in helping children, then I think we must begin by recognizing problems. The basic problem in the trading of ignorance, tragically, is a failure to initially, clearly define the particular contributions of each profession.

This is the critical task which, I believe, is before us at this conference. It is a most difficult one and yet who of us would submit to heart surgery by a medical team on which the anethesiologist was welding a scalpel, the surgeon manning the oxygen bottles and the nurse writing up the bill. I hasten to add that we would probably welcome some mutual understanding and perhaps even competence between the nurse, the surgeon and the anesthesiologist, but we would not welcome either comptition or duplication of effort between them. My task, as I see it now, becomes the clarification for you of what I believe to be the contribution of a psychologist to your pupil personnel staff. I should like to discuss three central themes of this contribution. I would call these themes evaluation, rehabilitation, and research.

The psychologists' role as the "tester" is rather easily observed and defined. He is the man who gives the Binet, the Rorschach and the newer instruments such as the Holtzman Inkblot test and the Illinois Test of Psycholinguistic Abilities. The data derived from such instruments provides a touchstone of objectively measured reality to all the other insights which are contributed by others. Some objective measures are almost always necessary, if we as a pupil services staff are to guard against our own selective perceptions. It is all too easy to convince ourselves that the pretty little girl and the good looking boy are really quite bright while the less attractive children just don't seem quite as intelligent — to convince ourselves of this without objective evidence is to endanger all with whom we work.

While group tests are often available in the school records of children seen by the pupil services staff, the specific problems which these children suffer from, usually mean that the group measures are not accurate assessments.

I would summarize this contribution of the psychologist in terms of his technical competence to provide information on the various abilities, interests, personality factors, etc., of a child as these variables compare with those of other children. The psychologist's contribution of objective measurement is and will probably continue to be one of his important functions.

Basically, the school psychologist's contribution to the pupil personnel services is in his translation of the findings of the science of psychology into meaningful application for school children. Therefore, another contribution of the psychologist to the pupil personnel services staff is his bringing of the results of the behavioristic psychologist's studies to the staff in their efforts to rehabilitate a child. As all of you know, a major area of psychology is concerned with learning theory and the analysis of behavior. The psychologist uses the behavior of the child as it is expressed on standarized tests and observed in the clasroom in his diagnosis of the child's difficulty. The training of the school psychologist also includes a study of the findings of different learning theorists, such as Skinner, Thorndike, and Hull. This knowledge of the ways in which behavior is produced and altered in terms of such techniques as reinforcement is useful to the psychologist in suggesting ways in which all of us may produce learning situations helpful to the child. Of course, many others in the school system and all members of the pupil personnel services staff are concerned with learning. The psychologist's particular contribution is, I think, his focus upon individual learning. The classroom teacher and others are often skilled in techniques of group management and group learning experiences. The psychologist, while also interested in group processes, often appears to be uniquely useful in the development of learning experiences which are necessary for an individual child in trouble. Through his diagnostic procedures the school psychologist is often able to suggest what educational, intellectual and emotional behaviors the child needs to add to his repertory. Through his knowledge of the processes of learning, the school psychologist may be helpful in bringing about these behaviors. For example, if a particular behavior such as avoiding fights seems important for a particular child, the psychologist might suggest training procedures which would lead to alternate behaviors which conflict with and therefore prevent fighting when the child is stimulated to anger. Such behaviors might include solitary athletic activity. At first these alternative behaviors would have to be consistently rewarded by the teacher but ultimately we would want the behaviors to be used without the teacher's constant reward. The psychologist would suggest ways to bring about schedules of reinforcement other than the original constant or 100% reinforcement. He would call this "partial reinforcement" but it would mean "only some of the time."

"As the child acts so is he" is probably an overstatement, but if we can help the emotionally disturbed child to act with successful coping behaviors, we may often help him to feel this way about himself so that a reciprocal effect takes place; i. e., he feels better about himself so he copes better, and then because he copes bettr he feels better. In all of this we will have a powerful socialally. Much of what a child feels about himself comes from how others feel about him, and if he behaves more successfully, others will reflect this in their relationships with him, thereby, strengthening the process even further.

Through sociograms, projectives, and other techniques the psychologist is sometimes helpful in analyzing the interrelated perceptions of others in a classroom and at home; thereby, enabling the teacher, the guidance counselor, and the visiting teacher to arrange conditions in which the child's self-concept can improve.

Psychology as a science is, of course, concerned with the study of human behavior. Human behavior is a major concern of our schools and the training of the school psychologist in the research procedures utilized by the research psychologist can, I think, be of use to the pupil services staff and children in general. The education of phsychologists rather universally includes a study of statistics and experimental design. Area D of University of Georgia's 6th year program for school psychology is an example. This training can be utilized cooperatively with the other members of pupil personnel staff in conducting investigations relevant to their own work; for example, it might be important in some school districts to obtain measures of the attitude of the population in general towards certain mental health practices within the schools. It would usually not be feasible to ask every member of the community for his opinion nor could these opinions be quantified if they were obtained through casual conversation. The psychologist's knowledge of sampling procedures and his knowledge of the construction of attitude questionnaires might allow the pupil services team to obtain information useful to them through the construction of a relatively simple attitude questionnaire administered to a small but random and representative sample of the population. Industry, government, and many of the professions have learned that efficiency of their operation and increase in their skills are greatly facilitated through research. This recognition has, for example, led many industries to invest as much as 10% of their funds in reasearch. Research conducted by the pupil personnel services staff concerning its operation, can I think, significantly contribute to improvement of its service to children.

Research may bring better definition of role; sitting down to determine role is a static operation.

Although these contributions are areas of emphasis for the psychologist, they are, of course, not exclusively his contribution. Interrelationships between the different members of the team are necessary for many of these contributations to take place. I should like now to mention several factors in relation to working as part of a pupil services staff which seem particularly important to the psychologist (and perhaps to all members of the team).

Many of you, I am sure, have read psychologist's reports in which you wondered why he had to use all that fancy jargon — why couldn't he just come out and say what he meant? To some extent my answer to your question would be that I agree with you. Every effort should be made by the psychologist to present his finds as clearly and concisely as possible. But one should also not demand so much simplification on the part of the psychologist that he is forced to oversimplify reality. At least some of the fancy vocabulary utilized by the psychologist has a real purpose. Human behavior is enormously complex and it may require fairly complex description in the psychologist's written report. When this is necessary then further communication between the psychologist and others utilizing his report may be necessary. Often this communication is best accomplished through face to face consultation. We don't demand that our family physician use simple diagnostic tests just so that we can understand them, but we do rightfully demand a consultation with him in which he explains his findings to us.

The need for intimate communication in this area emphasizes the need for such communication so that the psychologist also may fully understand the information gathered by other members of the team. There is no point in making diagnosis a game in which the psychologist in a few hours attempts to discover what others who have been working with the child for longer periods of time already know. Rather the psychologist should build on what is already known. The psychologist's referral form is one specific example of this; its questions, while they may at times seem tedious to those who must fill them out, do ultimately provide for greater efficiency in the use of time. Often the psychologist will also operate more effectively if he has an opportunity to consult with the parent, the social worker, guidance counselor, or whoever else has worked with the child prior to his seeing the child. In this conversation, the psychologist will also have an opportunity to clarify what is the specific question which is being asked. Psychologists are sometimes critized for not giving specific answers. Sometimes this is a result of their not having been asked specific questions.

Finally, the professional supervision of the psychologist is of importance. Many, if not all, psychologists feel that it is important for their professional work, particularly their diagnostic interpretations, to be supervised by someone trained in the testing techniques which they are using. In smaller school systems where there may be only one school psychologist on the staff this is, of course, not always possible locally. You in Georgia, however, are to be highly commended for having Dr. Kicklighter as a specific coordinator of psychological services. This will, I am sure, do much to improve the professional competence of your school psychologists. At the local level, a rather touchy issue may remain; namely, who should supervise the pupil personnel services staff? Most professions do not feel that they should be supervised by another profession. I would not wish to argue that the psychologist is the one who should be in charge of your staff. In some local situations it may be preferable for a neutral administrator who is not a member of any of the professional groups to supervise the staff.

While I may seem to have stressed problem areas this morning, I would wish to close with the explanation that it is because of my real belief in the contribution of pupil personnel services. If we can face and resolve our operational problems, then the dedication of all members of the pupil services staff can reach fruition in helping our children.

PANEL REACTIONS TO "THE SCHOOL PSYCHOLOGIST OF THE PUPIL PERSONNEL STAFF"

DR. WILLIAM ASHBAUGH

Panel Members: Mr. Bruce Shear, Mr. John Odgers, Mr. John Alderson, Dr. Emeliza Swain

Mr. Odgers: I jotted down a couple of quotes which I think are significant, and I think we complement each other in what we have said. I agree particularly, as you said, about the psychologist does much to enhance teacher and counselor understanding in children. I do not think this way, but, basically he is problem oriented or crisis oriented. He is a referral agent or recipient for kids with problems who need help beyond that which can be provided by the onsight staff. I think herein lies one of the key distinctions between the counselor's and the psychologist's function, and it is related, of course, to the level of competency in training. The counselor is geared to working with all kids in the school, and the psychologist should be one of his key resources as he spots problems that need referral. I think you hit that again as you identify the fact that the psychologist needs to build on what is already known. It is my conviction that the counselor in many school settings may be the logical person to organize what is known for the psychologist, so that his time and energy can be spent effectively when he comes in. If he comes in and here is a kid with a problem, and he has to start from scratch at this point, we have lost a lot of the high-quality energy that the psychologist can put into a situation that need not be lost if the onsight people — teacher, principal, counselor — can be better organized for him when he comes.

Dr. Ashbaugh: One thing which occurs to me here, which I think is a kind of fascinating phenomenon in education, is that if we look back at psychologist's reports 20 years ago, and Jimmy was having trouble in learning arithmetic, you very often found the psychologist saying, "Get him some sticks and let him measure the difference between the lengths of the sticks," or "Let him count the sticks." Now if I understand modern math and some of its instructional techniques correctly, I think they use something called Cuisenaire rods. Essentially, I think these are those old sticks that the psychologists used to be recommending for an individual child in trouble. I think one of the things which we may find out eventually is that many of the specialized curricula which we have in special education are not really specific to the particular problem. For instance, they may not be specific to brain damage; they may be simply very powerful educational techniques, and if you have somebody in trouble, they have a better chance of helping him than something which is not necessarily quite as powerful an educational technique. I think to some extent special education may be spear-heading what may become regular education for almost all children eventually. I try to flatter our Executive Director of Special Education in Milwaukee by saying that his child-study clinic is something which may eventually be for all children. I think this may be something which we will get to in 10, 15, or 20 years. I think psychologists in their daily operations are, as you say, working with individual children in trouble, but, the implications of this become very broad for all children.

Mr. Shear: I liked what you said, (and I think it might well be broadened to apply to all pupil personnel services and teachers) when you were talking about your teacher aids and their 15 hours a week of assistance to these disturbed children. You said these were children who did not conform to any diagnostic category. I think it would be wonderful if we forgot all about diagnostic categories. I think that the kids would get much more help. For one thing, we would not diagnose them into a category and then say, "We know this is the way to do it," but, by not diagnosing them into a category, we would continue to be concerned about them as they changed. I would like to throw out all diagnostic categories, so to speak.

Dr. Ashbaugh: I think to some extent this is happening. Back in the 40's there was a great enthusiasm for diagnostic categories. You know, you were smart if you knew what paranoidschiz or ambulatory schiz was, or if you knew what an anxiety neurotic was. I do not hear those terms as much anymore, and I think to some extent it is a result of some of the behavioristic views in the investigations which are taking place. In other words, we are taking people where they are. We have recognized that everybody exists on a continuum — that we are all a little mentally ill and all a little mentally healthy — and that what we have to do is to work with people as we find them. I think that what we find is that the psychologist needs to know the program, and then he, by knowing a program and its operation, fits a particular child into that program. We do not have any diagnostic categories for the teacher aide program. The diagnostic category is that he would benefit from a one to one, 15 hour a week, relationship with an adult.

Mr. Odgers: While you are on that particular approach to problems, you might be interested in one that developed in Columbus, Ohio, this last year that they call the enrichment-teacher program for deprived area schools. This is in reality five teachers per four classes. These are all professionally trained, certificated teachers, but the enrichment teacher gets additional in service education related to enrichment. In many cases the enrichment teacher serves primarily as a relief teacher for the regular teacher so that the regular teacher can do more with one-to-one situations and with home visitations, etc. Working this way really makes a five-person team at a grade level in a school, and they are getting some interesting results. They are just now beginning to develop instrumentation for an evaluation next year.

Mr. Shear: The thing you said about those 7th graders going down to kindergarten and watching the kindergarteners and learning from them about human behavior intrigued me too, because I think one of the most unused techniques we have had in pupil personnel and in teaching, as far as learning about children is concerned, is trained observation. We have so many crutches that we forget about our eves and our senses and our intuitive judgment, in some cases, I think. It seems that if we could get teachers and ourselves just watching kids and getting little clues and cues, it would help the other crutches that we have to be more objective.

Mr. Alderson: I was intrigued by that, too, because I had not heard of this exact method, but I do think that it gets us into the notion that everyone on the pupil personnel team should work towards prevention. To me, this is a type of primary prevention because in effect, you are helping these, you could say, through family-life education. You are trying to help these junior high kids think of what it may like at a later time when they have children of their own. Some of you may know, for example, that Margaret Mead proposed along this primary prevention line the notion of field work for junior high and high school kids where they would actually go and take over a family for a week end. They would get some actual experience in responsibilities of family life. I think it is a very intriguing idea when we think more about primary prevention because ordinarily we are working at the secondary or at times even at the tertiary level with kids who have already been extremely damaged by their experiencs.

Mr. Odgers: In 1923, I was a 5th grader in Ann Arbor, Michigan, in a progressive school situation where they had an industrial arts program at the 5th grade level, and the selected 5th graders were assigned to a first grade to teach first graders how to use some of the handtools to make some little things to go to a welfare center. As a 5th grader, I was a woodworking teacher for first graders in 1923, and it stuck with me in terms of the type of educational relationships this could provide.

Dr. Ashbaugh: We have a little bit of difficulty with delinquency, and we even had a little bit of difficulty with some of our programs. We have been thinking about setting up some situations in which adolescent, acting-out, delinquent boys for a part of their day would be in team relationships with physically handicapped children of approximately the same age. This activity may help in terms of their own self-concepts to feel that they are needed. From the point of view of the physically handicapped, it may be a help in that they may be able to do some work academically with these boys. I suggest it purely as something to argue about, but I think that somebody yesterday mentioned peer relationships, and I was particularly happy to hear it, because I think very often we flatter ourselves by saying that all of our problems or all of children's problems derive from us as the big adult figures, and if anything goes wrong, then it is our fault. I think if we went to any school in Georgia at random today and could somehow X-ray the thoughts of the students in that building, we would not find that all they are ever thinking about is my teacher, or my principal, or my guidance counselor, or my school psychologist. I think they are also thinking about marriage, and whether she will go out with me tonight, or whether Harry is really going to beat me up on the way home from school. To a great extent, I think, we need to look at peer relationships as a powerful ally in helping us with what we want to do. I can remember, during the first year as a guidance counselor, the feeling of "Where are my notes? Do they tell me what to do? How am I going to save all the kids?" I never found out, but I did find out, as all the rest of you I am sure have too, that if you could say to a boy or girl, "I really do not know the answer to this problem, but it sure sounds like one I was just talking about with somebody else," then, automatically, you have relieved some tension and some anxiety, and you have almost begun to solve the problem, there, because he recognizes that he is no longer alone. In some of the group counseling work that we do, I think the real variable may simply be that boys and girls learn that they are not alone; and therefore, they do not have to overreact or react with a lot of anxiety simply because they think they are alone.

Dr. Swain: I must admit that my remark sort of had the teeth pulled out of it by some of the things you said, but I was a little disappointed in your speech just now, and I am convinced that teachers and such things do cause a lot of problems. I am almost inclined to think that we have been sitting around here for a day and a half now talking about how to handle a child after we have already done this stuff to him. And, I wanted you to talk about what can you do to make a school a mentally healthier place for a kid to live. I am much concerned that schools themselves are bringing pressures to bear on kids. That we ought to be able to avoid. We start first with kindergarten, and we do not quit until they graduate with the Ph. D., making up pressures that are absolutely arbitrary and unnecessary, purely to have them, I suppose. Sometimes I think all teachers went into teaching so they could punish people.

Mr. Odgers: That is good moral fiber.

Dr. Swain: Yes, "Teach them to be hard enough to stay in the world!" so we ruin them before they get to the world. I am seriously concerned. Are personnel services concerned with the climate in which people live while they are in school all day? Or, are we not?

Dr. Ashbaugh: I am sure that there is not anybody in the room who would disagree with you. I think one of our basic problems is a societal problem which we have contributed to. We have said that education is some kind of basic training for life, and that it is going to be hell while you are here, but then you will lead the good life later on if you can just get that diploma. Sixteen years, or twenty years, or whatever you spend is too heavy a price to pay for the little bit you get for that piece of paper later on, and I think one of the things we need to do is to look at school as life itself. It is worth living while you are there, and you ought to enjoy it and get from it all the other things that you expect later while you are there.

Dr. Swain: I don't blame drop-outs for leaving. To some of them I say, "Son, you are right."

Dr. Ashbaugh: Some of the best counseling I ever did was to get kids out of school, I think. But, I would not want to offer false hopes in terms of setting up a school in which there are not going to be problems and in which there are not going to be pressures. A school is a social institution;! it is concerned with people; it involves people. I think unconsciously I have wished throughout my life that everything would be made perfect and that there would be no more strife, but I have at least ceased to expect this tomorrow.

Dr. Swain: But have you ceased to think that schools are made by people, and we are it?

Dr. Ashbaugh: I think one of the things we need to do is to provide some openness for the problems rather than repress them as they occur. I do not think we can stop them from occuring, but, rather than repress them as they ocur, I think we ought to provide a chance for them to be solved and not simply say to the child, "You have got to conform because this is what the rule book says that you have to do." I think that we need to provide a more open system in our educational policies than what we have right now.

Dr. Swain: Do pupil personnel service workers have some obligation in this respect? You have mentioned a lot of things that fit in to what I am wanting said, but is this the primary part of the school psychologist's job?

Mr. Odgers: Not to protect the youngster from the hard cruel world but to help him cope with it.

Dr. Swain: No! Make it less cruel, can't we?

Mr. Odgers: Yes, I think we can make it less cruel to a certain extent, but I do not think we should let the kid come through school and get out with no concept that he is going to be coming face to face with decision-making situations and frustrations, etc. I do not mean that we should create these for him in school. We create too many of them I think, but on the other hand, I think we have to get him cognizant of the fact that everything does not always go the easy way.

Dr. Swain: This I wasn't talking about. I do think there are some elements of the school that we have planned as though they were good for learning, and they might be if everybody learned alike. We have just talked about the average, for example. Now, I'm not average, are you? He does not exist, this guy that is average. He is just a figure; he is a mathematical result. We actually talk about individual differences, and then we just wish everybody could be in this big average group so they would not have any difficulties and even those of us who know most about individual differences are talking this way. I may be more concerned about the fact that schools make decisions for reasons other than the mental health of the children that they are teaching, and ignore this factor. I think the psychologist should yell to high heaven everytime he sees it happen.

Dr. Ashbaugh: It may be that one of the most important characteristics of the pupil services team is that it is a group of people, and that it does deal with children who have been experiencing difficulty with a system as it is. Maybe one of the important function of the team concept is that together we can present the problems to the administration, or whoever else it happens to be, better than we could alone. Somebody yesterday was talking about how the pupil personnel services team was used to develop proposals, which sounds like a great idea to me.

Dr. Swain: I was kidding you, of course I liked your speech.

THE ADMINISTRATION OF PUPIL PERSONNEL SERVICES

MRS. SAXON BARGERON, Director
Curriculum Development and Pupil Services
Chatham County Schools

DR. JOHN MARTIN
Assistant Superintendent
Atlanta City Schools

DR. FREDERIC KIRBY
Assistant Superintendent of Instruction
Muscogee County Schools

THE RELATIONSHIP BETWEEN THE PUPIL PERSONNEL SERVICES AND INSTRUCTIONAL PROGRAM

DR. JOHN MARTIN
Assistant Superintendent
Atlanta Schools

How do we best utilize in an effective and efficient fashion the resources that we have on the pupil personnel team to do those kinds of things that we need to do in the classroom? In the final analysis, there is not one of us in the public school system that has any reason or justification for being in or occupying the position unless we can contribute and contribute well to the improvement of instruction in the classroom.

Pupil personnel services are not something we should set apart. They have a very definite relationship in terms of curriculum, content, teaching, administration, organization, and the other aspects of the instructional program. They are a part, a member, and an extremely important member, of the instructional team in the school system.

There are several ways that we can bring this about that I want to share with you. The term "team" is the key. This means that specialists in pupil personnel services, if they are to be of value to the instructional program, must be involved in almost every aspect of the planning of the curriculum. Our subject matter specialists in the various disciplines concentrate primarily on content. How much do we utilize in the curriculum planning the information that can be provided to us from the specialists in pupil personnel services? Of all people, the specialists are probably the greatest resource we have for knowing about the pupils themselves. If we are to try to individualize instruction, we must answer the question, "What should be taught?", in terms of what we know about pupils. Consequently, pupil personnel staff must be personally involved on curriculum planning committees. They are an extremely important resource to curriculum planners. They have the responsibility as members of the team to know the pupils in a given school; to know them in terms of their achievement levels; to know them in terms of their home backgrounds; to know them in terms of the problems that they have. This is very difficult to accomplish sometimes, but I think that one of the administrative responsibilities is to make sure that this involvement does take place.

Teaching methods also are a responsibility of the pupil personnel specialist. For example, a counselor, a social worker, or a psychologist can be of invaluable aid to a group of teachers, making known to them the facts regarding children that can guide them in the way that they teach. There are some ways that a teacher would teach some children that are certainly not effective in teaching others. The key to differences in methods of instruction is found in the background and the nature of the pupils themselves.

Too often we have stopped short in helping teachers by simply saying that psychometrists and psychologists do not have time to do much other than testing or diagnosis. Consequently, all that teachers have is a nicely written report. Many times they do not have the resources of a specialist to help them follow through with the appropriate methods and content in the teaching act.

Pupil personnel services are also important in administration of a school or the administration of a school system. The organization of classes in a school system should be based on information about the pupils involved. The kinds of groups, the sizes of the groups, what is done with them, and organization of the school can be tremendously improved by the intelligence gained from the specialists in pupil personnel services. This means that pupil personnel services need to be involved in administrative planning. Not content with just testing, but to speak up and provide some information, provide some insights, and provide some suggestions as to how the particular needs of these pupils might better be met.

Specialists should also be involved in finding out whether or not we have accomplished by instruction what we need to accomplish. Too often, pupil personnel services stop at administering tests and getting the results back to the school or central office. Where do we need to begin to work? Where do we need curriculum revision? Where do we need reorganization? This is a kind of follow-through information tests can provide if adequately interpreted.

There are four major steps, as I see it, that pupil personnel services can provide. One is the intelligence that the specialists in pupil personnel services can gather about pupils; second, to make this information available to the teachers, curriculum specialists, and the administrators in the school system in a form that can be understood; third, to follow through with this information and become involved as members of the team in the planning and the conduct of the instructional program; fourth, to follow up with this in trying to determine whether this process has produced the desired results.

Now this is a pretty big order, but it is an extremely important and vital part to the whole educational picture. Without this kind of service, without the kind of specialized help, we are still going to be wandering in the wilderness searching for better instruction. If we still have as our objectives individualization of instruction to meet the needs of pupils, we are going to have to go much further than testing or simply following up on attendance, or gathering data that sometimes sits on a shelf. The key is involvement — the involvement of a specialist as a member of the team in curriculum building, planning, and administration, and in conduct of the instructional program.

THE ADMINISTRATION OF PUPIL PERSONNEL SERVICES: PROBLEMS AND ISSUES

DR. FREDERICK KIRBY
Assistant Superintendent of Instruction
Muscogee County Schools

The Conference Program has enumerated Pupil Personnel Services as:

1. School Counseling
2. School Psychology
3. School Social Work
4. Pupil Personnel Programs

It is the role of this panel to discuss administrative problems and issues related to such services. These are considerable in number.

The procurement of able and talented personnel is the first problem which faces an administrator. Our system has been in the process of seeking accreditation of our elementary schools. The Visiting Committee rendered a strong recommendation for additional pupil personnel staff for the elementary schools. Our problem is that such personnel are not available.

Let us assume, however, that personnel are available, fully certified and with adequate professional training on their records. Are these people qualified for the positions? Too often they are not. This is a very real issue which faces the administrator for the following reasons:

1. College or university screening of applicants for training is poor, limited, or non-existent. Too often these institutions accept as trainees either refugees from the classrooms or people with such severe personal problems that they are wholly unable to satisfactorily fill a position on a pupil personnel staff.

2. The quality of professional preparation is poor. Too often have we interviewed allegedly prepared candidates who were wholly unfamiliar with standard terminology related to their position. One candidate once told me that an anecdotal record was a list of jokes the teacher had told the pupils.

3. State certification requirements often narrow the field of able, qualified aplicants. If Mr. X has taken a course in guidance and counseling as a part of his administrative program toward a teaching certificate and such a certificate has been issued, then Mr. X cannot count that course toward certification in a field of pupil personnel services. Isn't this a bit ridiculous? Has this course content been erased from his mind so that he cannot use the information gained therefrom in another field?

4. Too often the pressure of filling positions lures administrators into filling vacancies with people who fill certification requirements with no regard to the personal characteristics of such people.

In addition to the problems and/or issues which we have discussed with respect to staffing, there are some very serious problems to be encountered with respect to the use of such personnel.

1. Too often disciplinary problems are submitted to pupil personnel employees not for counseling or guidance alone but for final disposition. Too often the school psychologist or the social worker is called upon as the court of last resort. This is incompatible with their proper functions.

2. The fact that the nature of the duties of pupil personnel staff seldom confines them to a rigid schedule seems to make administrators feel that they are readily available to fill in for absentee teachers, or to perform miscellaneous tasks unrelated to their position.

3. As an example of improper relation to the instructional program we have actually witnessed situations where the members of the pupil personnel staff are filling supervisory roles. These people should not be divorced from the teacher, as mutual problems require interaction; however, to call upon them to function in a supervisory capacity is unconscionable action toward both pupil personnel employees and teaching staff members. We can point to one situation wherein a counselor is charged with textbook procurement.

4. Finally, school administrators and pupil personnel staff view the latter's roles as therapists. Nothing is done of an affirmative nature to prevent the occurance of pupil problems, but complete lassitude exists until a problem presents itself.

If I may, I should like to conclude with one problem which is ever present in our schools and which involves most clearly our entire professional staff, but very specifically the pupil personnel staff.

Administrators, teaching staff, and pupil personnel staff are often in the possession of information regarding individual pupils which must be categorized as of a highly confidential nature. This is perhaps more readily true, at least in a quantitative sense, of the pupil personnel staff than of the other two classifications. This material is essential to the very nature of pupil personnel work. Some of it may need to be made available to the administrator or to the teacher or to both. This information should never be the subject of idle gossip between professional staff members in any capacity. Unfortunately such material too often becomes the topic of general rather than professional discussions.

In closing, let us express the hope that we have not been guilty of generalizing too greatly from the specific, and that the problems and issues are not limited to our system and locale.

THE ADMINISTRATION OF PUPIL PERSONNEL SERVICES: PROBLEMS AND ISSUES

MRS. SAXON BARGERON, Director
Curriculm Development and Pupil Services
Chatham County Schools

In 1959 the Chatham County school system began operating under a new plan of organization, following a survey by a New York firm of educational consultants. A new approach was necessary in order to obtain better performance through less overlap. In the seven intervening years we have been refining this administrative structure.

There are now four major divisions:

I. The Division of Curriculum Development and Pupil Services
II. The Division of Instruction
III. The Division of Business
IV. The Division of Personnel

Although each Division has its specific duties, all four — like the wheels of an automobile — must work together for the school system to make progress.

The division which deals specifically with pupil personnel services is called "Division of Curriculum Development and Pupil Services". As the title implies, these are two closely related facets of responsibility. The work with curriculum is largely confined to designing programs to meet the needs of the students, to the selection of suitable textbooks, the operation of a Materials Center, and to the coordination of the activities of the Central Curriculum Council, a "grass roots" level organization.

In our opinion, curriculum planning is a part of pupil services — it is the diet planning, so to speak. Then the Instruction Division takes the broad curriculum requirements and operates the program and the schools; in other words, that Division prepares, serves, and supervises the intake of the educational nourishment. To use an example: under Title I of Public Law 89-10, the Division of Curriculum Development and Pupil Services designed an after-school tutorial program and prepared the proposal forms. After the project was approved for funding, however, it then became the responsibility of the Division of Instruction for operation. At that point, the Division of Curriculum Development and Pupil Services was free to begin planning the next project, a summer kindergarten program.

The second facet of responsibility in this Division is that of direct pupil personnel services. Perhaps more than anywhere else, it is in pupil personnel services that one of American education's long-time goals — attention to the individual student — is provided.

In this connection, we handle all the districting for the system, assist in pupil placement, and arbitrate all special requests for transfer.

To help our boys and girls attain success in school the Division has a well-organized guidance department. Both individual and group counseling play important parts in our stress on problem-solving. Group sessions for curriculum improvement have also been used with parents and teachers. We have even made that important breakthrough — the assignment of trained counselors to four elementary schools.

Closely coordinated with the guidance service is the work of the six visiting teachers who handle attendance problems and provide liaison with juvenile court officials and various community agencies. These visiting teachers are school social workers who perform a vital service especially among the underprivileged families and potential dropouts.

Nine services, all designed to help pupils overcome their handicaps, are provided by our special education department which operates within the Division. These services include: classes for the educable mentally retarded, for the orthopedically handicapped, for the trainable mentally retarded, for the emotionally disturbed, and for the blind; itinerant speech therapists; home-hospital instructors; teachers at the Crittenton Home and at the Detention Centers. We also have classes for the academically talented.

Serving in an advisory capacity to facilitate the learning and adjustment of children are the school psychologist and two psychometrists. The psychology department personnel not only diagnose disabilities and collaborate in planning re-educational programs but they also receive general referrals from all the schools and give direct one-to-one supportive aid to students and parents.

Thus, our pupil personnel team consists of the districting office, the guidance department, the visiting teachers, the special education services, and the psychology department. All these people coordinate their efforts to meet the needs of the children and to make the curriculum more meaningful for the typical as well as for the atypical child.

There are systemwide advantages and disadvantages in such an organization as I have just described where curriculum planning and pupil personnel services are in one Division and the actual instruction and direct administration of the schools are the responsibility of another Division.

On the positive side of the ledger we find:

1. There is a sound basic organizational structure, predicted on a philosophy of decentralization, which will permit future expansion of the work content without changes in the basic pattern.

2. There is less duplication of effort and less uncertainty of areas of responsibility result.

3. The Superintendent of Education is relieved of many petty details so that he can do long-range planning.

4. Innovation is encouraged when the contemplative or conceptualizing work is not combined with the active, "doing" types of work.

5. The public feels that the welfare of the individual pupil is of greater importance to the Board and to the Superintendent when a special Division is designated to handle pupil personnel services.

There are three disadvantages in an organization such as Chatham County's.

1. People are human. For us in the Division of Curriculum Development and Pupil Services it is painful, figuratively speaking, to cut the umbilical cord from a project designed with such tender, loving care. Personnel in the Division of Instruction, on the other hand, must guard against hasty criticism when they are unaware of all the research behind some judgment factor. (To offset this disadvantage, our Division heads work closely together; personnel from one Division assist personnel from another Division when circumstances warrant; and problems are reconciled at the Superintendent's staff meeting.)

2. Employees sometimes complain that they are not "in the know about everything." Nor could they be! Our sheer size prevents "everybody's having his finger in every pie".

3. Occasionally a principal will attempt to abrogate his own decision-making responsibility by throwing a knotty problem into the lap of a Division head before he has fulfilled his own role.

Now let us look for a moment at pupil personnel services in particular through the eyes of an individual principal or department head. On the positive side we find:

1. Having some definite place to go for help is a relief.

2. When necessary, all pupil personnel departments can easily work together on the needs of just one child.

3. A team approach is better to anticipate the needs of pupils and thus prevent the development of problems.

4. Rigidity has given way to flexibility in the enforcement of routine regulations.

5. Children whose problems are resolved learn better.

On the negative side:

1. Those individuals who have never learned to delegate authority can feel threatened. An elementary counselor may make an elementary principal feel insecure.

2. Mild resentments arise — even among parents — when the organized services are not readily available. Sometimes a child must wait weeks for an appointment with the psychologist. Sometimes we must say the child does not qualify for a certain program. Such cases do not make us popular.

The greatest problem we encounter in administering the Division of Curriculum Development and Pupil Services is that of staffing. Workers in all pupil personnel areas are in short supply. With greater staffing, there would be less working from crisis to crisis — our major weakness. Since our services have been functioning as a team now for several years, we no longer have such problems as friction between counselors and visiting teachers where their roles could overlap. We are out of the stage of "growing pains".

It is no Utopian dream that the inter-specialty approach of visiting teacher, counselor, and psychologist can save dropouts. Our records prove it. It is also an undeniable reality that every time pupil personnel services helps one child, the instructional program for the thirty or thirty-five others in the classroom is improved. One unhappy or misplaced child can dilute the teacher's efforts for the entire group.

One Monday morning a prominent Savannahian was trying to awaken his first-grade son.

"Up and at 'em, Billy," he said. "You must get ready for school."

Billy reluctantly opened one eye and emphatically replied, "Daddy, I'm real sorry I joined it."

We in Chatham County now strongly believe that the team approach of pupil personnel services is the way to keep all our Billys and Sallys from being real sorry they joined it!

WHAT I HEARD YOU SAY AND MY REACTIONS

MR. BRUCE SHEAR, Director
Division of Pupil Personnel Services
New York State Department of Education

If I were to sum up the whole thing in one sentence and sit down, I would say, "What I heard you say I liked very much, and my reactions are positive to the whole thing." There was not anything said that I would want to walk up the aisle and collar whoever said it and start pointing my finger in his face and say, "Now let's get into discussion of this". I think it has been terrific today. If there is anything in the old saying that you get out of a conference about what you put into it, for me this conference ought to have great promise, because Franklin has me working like crazy, as you can see from the program here. As he says, this is a kind of impossible task.

It is an impossible task in two ways. Sometimes not enough is said during all these sessions to react to — but — that surely is not the thing here. So much has been said that I could stop right here. Over and over again, I kept saying to myself, as each one of these speakers talked, (and I hoped it would get across the waves to them somehow,) "Please stop talking about that because I want to talk about it tonight." I am going to anyway, whether they did or did not. One thing, I guess Franklin has provided for. The readiness was here when you came, and so he has provided for repetition. Some of these things are going to be drilled into you over and over and over, and should be, I think.

It sounds just like home. There is not a problem that has been listed here that you couldn't hear said in New York State or in Ohio or Oregon or wherever. We all have the same problems. That, of course, is one nice thing about coming to a conference; we can communicate with each other and see that we are no worse off than the next fellow. Let me just go through a few of them, and I will be very brief.

It seemed to me as I took my eight pages of notes and started in the interim to collect them together into thoughts, that they fell into four of five general catagories of problems and issues. One category is Interpersonal Relationships; another one is Personnel and another one is Issues Within Programs.

Now let me go back to **Interpersonal Problems.** Over and over again, different people mentioned the fact that when new services start or when old services begin to increase, as they ar these days, certain people get very cautious. They think that their roles are going to be tramped on a little bit and some of the things they had been doing are going to be taken away from them. The principal is going to be removed from that thing he likes very much, — personal contact with students — by all the folks coming in and interposing their work. The people themselves coming in or seeing many other people come in to other services fear their roles are going to be misunderstood. I think it was very well that somebody said that time will help in all of these things to work them out. I think also that one thing that will save time is talk. If we can get people talking to each other about their roles and get mutual understanding back and forth, we can work out many of these problems, and people will not be getting into each other's hair too much.

I think many people indicated that basically there is enough for everybody to do so that we do not have to spend, or should not spend, a great deal of our time quarreling about who is going to do which thing. Franklin indicated that with all of the business of role definition the one thing that we must attend to is that each one of us must do good work in our own area and go on from there. One thing that seems to me sometimes to present itself as a problem in this interpersonal relationship area is the situation in which there has been a personal problem between two people, or a few people, and it blossoms out into a problem for a whole group. Many times over the years, two or three of us have been called from a certain part of the state; "Can't you come down and referee because this group and this group are in each other's hair." We get there, start talking with the whole group, and it seems that everybody in the group, except one or two people, is perfectly happy with what the other is doing. The psychologists say, "The counselors help us a great deal"; the counselors say, "Now we have somebody to refer some things to," and so on and so on. What began as two people not being able to get together and get along very well, has become a kind of group action. We need to watch out for that sort of thing.

Let's move along to this **Personnel** area. We surely do have problems in shortages and in training and in certification and in all of these areas. One of the things that is involved here is the economics of the whole thing. If we train people more, we need to pay them more and we should pay them more. Can we train counselors for the second and third year, and then have counselors in the ratio of one to 300 and pay them all more and more money? Can we train psychologists to doctors and still hire one psychologist for every 2,000 students? There are many problems here that have to be worked out concerning levels of competency. I liked Dr. Greene's reference to our businss of "scare economics," so that we get the money when we get scared of too many dropping out, or not enough people going on to this, or that, or other things. It is too bad that we cannot promote our programs more on what it will do for all pupils and not just on scare tactics or problem-centered situations.

Certification, I guess, is a necessary evil. The people at state levels are just as bothered sometimes by certification as you are at local levels. It gets in our hair, too. We are about to restudy all pupil personnel certification, and we are going to have a task of it, I think. One thing we will do now that we have never been able to do before is to look at all of them at the same time. They have all grown up separately without much regard of each other. I do not know yet. I do not think it will mean what California made it mean — that we will come out with a homogenized pupil personnel worker. I still am a great advocate of specific and very highly competent disciplines; then, you put the disciplines together by coordinated programs. I am not too sure I agree with the idea of that kind of a generalist. Of course, one way that salaries have been increased in many instances is to have people working longer during the year. We have found that there is no reason to shut down the work of people during the summer time. I would think that probably 60 to 70 percent of our counselors, and maybe yours, too, work during the summer. More and more school psychologists and school social workers work during the summer and get paid one tenth or two tenths more salary in all. I think when it comes to salaries we need to have good justification of why we are paying these people more money. You just can't pay it (you may have too), but it just isn't a good idea to have to pay it just because there is a scarcity.

It the area of ratios, we have gone over the last 10 or 12 years, from one counselor for every 700 pupils, to one full-time counselor for every 338 pupils. One question that I keep asking myself and others on occasion is, "What difference has it made? Can you describe it?" If we are going to keep saying we must have more people per so many students, we also must say, "This is the way it will make a difference," and come out with some pretty definite ideas as to what sort of a difference it will make.

Dr. Greene said, "We have done a pretty bad job of recruitment." Since recruitment is a guidance and counseling process, I am wondering if we, ourselves, aren't a little bit to blame. Not necessarily do we have to recruit them down in secondary school, but we can do more to orient people at the college level who are training in education and other programs as to what our programs are about, and what sort of a life they would lead if they were to engage in them. Perhaps one thing we need to pay more attention to, (I think this comes back to levels again) is in providing for more levels and to provide for better lines of promotion, so that people can see a way up and not get into dead-end jobs. One reason social workers in our state give for not liking the schools, although in our case the salaries are better than agency salaries, is that in the schools it looks like more of a dead-end job, whereas in an agency they can go on into administration. Not that a school social worker cannot go on into administration in our schools, but it just doesn't seem to be the type of thing that has been customary.

Somebody referred to the routine business that all of our people do — counselors and psychologists and social workers. Sometimes in visiting schools and taking a look at the staff and their roles and routines, if you are going to be honest when you sat down with the superintendent of the schools at the end of the visit, you would need to say to the superintendent. "Why don't you fire half of your pupil personnel staff and hire that many clerical staff? You would be accomplishing the same thing and getting clerical work done much better."

Somebody mentioned availability of consultation and supervision — consultation with your peers and supervision by your peers in the same discipline and all. I think this is a real problem, and we need to find out how to solve it. The psychologists in the clinic, and the social worker in the agency have others like themselves to work with and talk with and discuss their problems with. So many of our specialists are all alone, and we do not give them any occasion to consult with others or to have the kind of supervision they are accustomed to and desire.

It was music in my ears to hear those administrators talk about the relationships of pupil personnel services to the curriculum, and the fact that pupil personnel service personnel ought to be in on curriculum and other planning decisions. I think they should be, but I would add they ought to be in on it with administrators and teachers and not by themselves.

We have a big area. We have talked a great deal about fitting the curriculum to individuals and flexibility and all that sort of thing. We have talked a good deal about the information about individuals and how we can use it in order to improve instruction, but if you sit down and think it over, it is a complex process for a teacher with so many children, with varying characteristics, and with all the different things she might teach and the way she might teach it. I was rather interested a month or so ago to hear a fellow discuss a project he has been on for the last year or so in relation to computerization of individual differences. It is too expensive yet, but it sounded as if it has some possibility. They took two or three units in social studies and had a number of expert teachers take these units and give them advice on the materials and they graded the materials for reading level, for interest, and for many other things and put this all on cards. Then, they have information about the pupils in this particular class: intelligence, reading level,in terests, home background, etc. They put those all on cards. They feed the computer the cards of the pupils and compare it with the cards of the unit as devised and come out with pupils names, name by name by name, with the material that might well be used with this pupil, (the audiovisual aids, the individual types of things, etc.) It sounded a little out of this world but there may be some possibility there.

Somebody mentioned a problem that I am not going to discuss, but in some instances it is one. It is this business of professional's primary loyalty to an agency versus loyalty to his discipline. I am not going to get into that one, but that can become a sticky business. I am not with certain preparers of certain professionals who talk about the professional being well enough prepared to have the freedom to come into a situation and set his own pattern of the institution.

The last thing, **Coordination** and the **Availability of Community Resources,** brings up something that I have been wondering about lately, and I do not know whether you have had this or not. It seems as though with Title I money and Title III money and all the publicity about new centers and great development in helping services, (this may be my imagination but within the last year or so, in our territory anyway,) a number of groups have been getting more and more interested in schools. We have had psychiatrists, (and this is national, I think,) getting more and more interested in how psychiatry can help education. We have various other medical doctors in groups, county groups and all, wondering, too. I read a proposal the other day in which it was proposed that a county mental health clinic and the school cooperate very closely so that the prescription of tranqualizing drugs for emotionally disturbed people in the clinic would be well known to the school, and the school health nurses, would report back to the clinic on the physical condition of the children as they came back to school and went on under the influence of tranqualizing drugs.

SUMMARY REMARKS

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We appreciate very much this very informative conference. To those of you who have listened and could not talk, we hope you will find ample opportunity when you get back to your school system to talk about the things that turn over in your mind. I want to say that I am very pleased with what each of you has said and done for this conference, and each of you has done your homework well, and we are very appreciative of the people who prepare and present well. We know that your comments and remarks will be of real assistance to us.

I do not want to take up much more time, but I do want to touch on some things that we want to do that relate specifically to Georgia, and some things that we are thinking as we react to these two days.

First of all, I would hope very much in the near future to see more and more of our school systems appoint pupil personnel administrators to coordinate these programs of counseling, visiting teacher service, and school psychology, with consideration for special education and health services, wherever these apply in Georgia.

I want us in Georgia to give very special attention this next year to our ratio of pupil personnel workers to students. Getting enough school counselors, and getting enough visiting teachers could very well be the bread and butter of the kind of job we do in the near future. Perhaps recruitment is more of a problem with visiting teachers than with counselors, in that it seems we are going to be able to cope with the ratio problems from the standpoint of requirements and accredidation and standards insofar as the counselor-pupil ratio is concerned. We need to be very much aware of the need for greater numbers of visiting teachers and school social workers. Our ratio in Georgia runs as high as 1 to 30,000 or more in some instances.

Since there has been so much said these two days, I must comment on certification. There will be some alterations and changes; I do not know when, but there will be. There is enough feeling, there is enough opinion, and there is enough concern. There is no villian here, there is no one fighting this change; it is simply a matter of time, place, and wording. These changes that we need for our program to grow will come.

Dr. Greene took the liberty to quote the scriptures yesterday, so may I join him? "Let there be no division among you." As we look ahead next year, let us in our school systems make sure that our counselors, visiting teachers, psychological service people, and special education people get together on a systematic basis within a school. Let us be sure they get their feet under the table to talk about the problems that are theirs. In the same conviction, let us be sure that we go to our faculties and administrators and talk to them about what the total special services can do for the school program, rather than sending an isolated ambassador to say "We have the answer in elementary counseling," or, "We have the answer in visiting teacher," but let us in all points go to these people emphasizing the total impact that we can have.

Let us turn our team loose on evaluation in our public schools. Evaluation is one of the single most important trends in public education for the next two or three years, from the U. S. Office of Education to the smallest school system in the state of Georgia. Let us, as pupil personnel specialists, turn loose all our talents in this big area.

We must adequately inform the administrators of our school programs what we think students need and what we think we can do to meet those needs and be specific about it. It is not enough for us to say "My administrator just does not understand these things"; he can learn, teach him!

Let us be really concerned about the increased numbers of pupil personnel specailists that we are going to need. Let us day by day look at classroom teachers and others who we think can be recruited into this phase of the program, who we think have the personalities, maturity, and concern to join in these leadership positions.

I will address this point to my own State Department of Education and to my own staff. We shall determine to continue to stimulate activity in this state among the educational institutions, public schools, and our own state department. We shall endeavor to work with every single school system in Georgia; be it large or be it small. I hope that we will be able to not only administer money, but to lend leadership. I hope we will work on the philosophy of seeking the best and settling for the possible, but that we will have the wisdom, the judgment, and the courage to not settle for too little.

I would like to see us extend our cooperation beyond just that within the pupil personnel team. We as pupil personnel specialists ought to feel a deep responsibility to know what the curriculum directors in Georgia are doing and thinking. It is only as we can see their side of the problem, their side of the picture, and as we not only see it but understand it, that we will be able to work more effectively with them.

Finally, I am very pleased with Georgia's interest in Pupil Personnel Services. I am very pleased with what we have already done in this program in Georgia. I am very pleased with our ability to talk together about these problems. But, let us not kid ourselves, we have a lot to do and a long way to go. We still, in our public schools, make most of our decisions on a basis of the greatest amount of pressure, and when you are competing with schoolbus needs, classroom needs, salaries of teachers, local tax problems, federal-state relations, and a host of other pressures under which our total school programs must operate, then it is very obvious to each of us that we must really struggle to get attention turned toward the needs of individual students, and if this be our task, then let us not kid ourselves about it.

We sincerely appreciate your interest, time, and attention. We will distribute the proceedings of the seminar to educators, classroom teachers, and people outside the State of Georgia. Many people have contributed to it in a very constructive manner. Certainly, if these gentlemen, or any among our staff, can be of assistance to you in local schools during the coming months and years, it is our very deep desire that we may be of service.